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ABSTRACT

The document presents partial recommendations of a Pennsylvania State University Study Group on the Status of Women at the University. Recommendations concern job assessment and evaluation, recruitment of women faculty, part-time benefits and compensation, and recruitment of women administrators. Among specific recommendations are the following: (1) replace the multiple job evaluation plans currently in use with a single evaluation plan for all classes of staff employees; (2) increase the number of women in standing professorial ranks at all locations with special attention given to recruiting women for appointments at senior ranks; (3) offer prorated benefits and increase pay for part-time employees who have worked 750+ hours for at least 2 consecutive years; and (4) increase the number of women in executive and administrative leadership positions throughout the University by adopting a "serious search" strategy. Preliminary findings on the current status of women at the University are presented in narrative and graphic forms. For each recommendation there is usually a discussion of the problem and its background, and the rationale for the recommendation. Appended papers provide additional documentation on gender differences in faculty salaries at the University, recruitment of women faculty at the University, and a benefit-cost analysis for part-time employees. Fourteen references are attached. (DB)

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ED319299

The Strategic Study Group on the Status of Women
REPORT TO THE PRESIDENT AND THE COMMISSION FOR WOMEN

Recommendation Package #1

November 1986

THE PENNSYLVANIA STATE UNIVERSITY
University Park, Pennsylvania 16802

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TABLE OF CONTENTS

	Page
List of Members	i
Summary of Recommendations	iv
 I. Overview	
Introduction.	1
Activities of the Study Group	3
Highlights of Preliminary Findings.	5
 II. Recommendation A: Job Assessment and Evaluation	
General Recommendation.	13
Statement of the Problem.	13
Background.	14
Internal Assessment	18
Implementation Recommendations.	22
 III. Recommendation B: Recruitment of Women Faculty	
General Recommendation.	25
Statement of the Problem.	25
Contributing Causes and Prospective Remedies.	27
Implementation Recommendations.	30
 IV. Recommendation C: Part-time Benefits and Compensation	
General Recommendation.	35
Statement of the Problem.	35
The Situation at Penn State	36
The Situation at Other Public Universities.	37
Implementation Recommendations.	39
Discussion of Implementation.	39
 V. Recommendation D: Recruitment of Women Administrators	
General Recommendation.	42
Statement of the Problem.	42
Recommended Strategies for Administrative	
Recruitment.	43
Implementation Recommendations.	44
References.	48
 Appendices	
A. Work Group Chairs and Members	
B. Campus and College Visits	
C. Preliminary List of Recommendation Packages	
D. Gender Differences in Faculty Salaries at	
The Pennsylvania State University	
E. Recruiting Women Faculty at The Pennsylvania State	
University	
F. Revising the Recruitment Report Form	
G. Benefit Costs for Part Time Employees	

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Summary of Recommendations

Recommendation Package #3 contains recommendations in four areas:
(1) job assessment and evaluation, (2) recruitment of women faculty,
(3) part-time benefits and compensation, and (4) recruitment of women
administrators.

II. Job Assessment and Evaluation (General Recommendation A)

Replace the multiple job evaluation plans currently in use with a
single evaluation plan for all classes of staff employees.
Reassess and evaluate all staff positions by this new plan and
adjust salaries as appropriate.

III. Recruitment of Women Faculty (General Recommendation B)

Increase the number of women in standing professorial ranks at all
locations. Special attention should be given to recruiting women
for appointments at senior ranks. The implementation of this
recommendation will require: (a) the establishment of general
policies designed to more clearly define and mandate affirmative
action in our search for women faculty; (b) increased involvement
of the Affirmative Action Office in such searches and the allo-
cation of the resources required to support that involvement; (c)
directives concerning the gender composition of search committees
and special tactics for identifying potential candidates; and (d)
the continuous monitoring of affirmative search efforts. (Specific
implementation recommendations are discussed on pages 30-33.)

B.1: Further integrate the University's affirmative action policies
with the Policy Manual to establish a definitive policy
(PS-XX) regarding the nature of affirmative search for all
standing faculty appointments. The policy should require
consultation with the Affirmative Action Office at the
beginning of every search and a report to the Affirmative
Action Office at the end of every search (see also other
recommendations below).

B.2: Require the dean of every academic unit to develop an annual
affirmative action plan as part of his/her strategic plan.
The plan should set explicit goals, identify implementation
strategies, and develop procedures for the monitoring of
progress. The general structure of each plan should be widely
published within the unit, and the plans should become an
integral part of the University's planning and budget process.

- B.3: Substantially increase the President's Opportunity Fund and target women as well as minorities. These funds may be used to supplement salaries when necessary in order to make Penn State competitive with other top public universities, and to allow departments and campuses to make special efforts to broaden their searches and make them more inclusive.
- B.4: Involve the Affirmative Action Office at the beginning of every search for a standing faculty position. An Affirmative Action Office staff person should be present at the first search committee meeting to discuss the current status of the unit with regard to appropriate comparison groups, to present general affirmative search strategies and to assist in the development of relevant discipline specific recruitment tactics. At locations other than University Park the Affirmative Action Office (in concurrence with the appropriate administrative officers) may wish to designate and train individuals to carry out this function.
- B.5: Have the Affirmative Action Office develop discipline-specific guidelines for faculty recruitment, such as lists of publications and organizations which would provide access to appropriate pools of potential applicants.
- B.6: Assess the potential impact of these recommendations on the staffing needs of the Affirmative Action Office and allocate resources as necessary.
- B.7: Strongly encourage heads of academic units to appoint women as committee chairs.
- B.8: Strongly encourage heads of academic units to include at least one woman member on every search committee for a full or associate professor position.
- B.9: Make every effort to include women on all faculty search committees.
- B.10: Place position advertisements in specialized women's publications where appropriate and send them to appropriate women's organizations.
- B.11: Develop a new affirmative action statement for position advertisements that specifically encourages women and minorities to apply.
- B.12: Encourage the utilization of vita banks whenever possible.
- B.13: Encourage departments to assign senior faculty to recruit at meetings which are likely to provide access to large numbers of potential women applicants, and to utilize personal contacts within the discipline to search out potential women candidates.

B.14: Make a resources available at all Penn State locations to encourage inclusive search procedures, such as interviewing more than one candidate for each position before making a decision.

B.15: Revise the Affirmative Action Recruitment Report form to provide information regarding the procedures recommended above, including the addition of a section to be completed by the appointing academic administrator regarding the structure of offers made to various candidates (see Appendix F, "Revising the Recruitment Report Form").

B.16: Monitor the filing of Recruitment Reports through Affirmative Action Office screening of monthly payroll information on new standing appointments.

IV. Part-time Benefits and Compensation
(General Recommendation C)

Offer prorated benefits and increase pay for part-time employees who have worked 750+ hours for at least two consecutive years. Conduct a cost analysis of extending benefits to part-time employees who have worked 750+ hours per year for one year.

C.1: Develop a benefits package for part-time employees who have worked 750 hours per year for at least two consecutive years. The package should be offered beginning July 1, 1987, and should include prorated health insurance, life insurance, education privileges, vacation, holidays, and sick leave. These employees are already eligible for participation in the retirement program.

C.2: Pay employees who have worked at least 750 hours for two consecutive years standard wage rates rather than casual wage rates.

C.3: Conduct a cost analysis to determine the economic feasibility of extending benefits to part-time employees who have worked 750 hours or more for one year.

V. Recruitment of Women Administrators
(General Recommendation D)

Increase the number of women in executive and administrative leadership positions throughout the University by adopting a "serious search" strategy. The components of this strategy include: (a) reaffirming the University's commitment to affirmative action; (b) requiring national searches for administrative position openings; (c) targeting a number of position vacancies for special attention; and (d) allocating funds for the recruitment of top level women for administrative positions.

- D.1: Issue a directive from the President to all executive and administrative officers who make appointments to executive, administrative, or academic administrative positions, requiring from each the establishment of specific short-term and long-term targets for increasing the number of women in such positions and for the development of specific plans for ensuring progress toward these goals. These plans should be an integral part of the relevant strategic plans. The President should also continually reinforce through verbal and written communication the importance of truly affirmative searches for women candidates for such positions.
- D.2: Establish a written policy that all position openings at the level of executive and administrator be carried out by affirmative national searches. Academic administrator vacancies shall also be subject to national searches, except in cases in which an exception has been granted by the Affirmative Action Office. Internal candidates would be included, of course, but since there are so few women within Penn State who could currently qualify, the national search is especially important for increasing the overall number of female administrators.
- D.3: Target a number of administrative position vacancies during each year for five years for special attention and emphasis with regard to affirmative search. Targeted positions would be those vacancies identified as most central to institutional missions.
- D.4: Assign an individual from the Office of the President to work closely with the Affirmative Action Office in the conduct of targeted searches and in active talent identification for both present and future openings. The process should include consultation with national experts on recruiting women administrators, such as the American Council on Education's Office of Women, so Penn State can model "best practices" in terms of administrative searches.
- D.5: Assure that targeted searches have at least one-third female and minority membership on the search committee. In the case of a targeted search, the appointing administrator will work closely with the Affirmative Action Office and the designated liaison from the Office of the President to monitor the search. Appropriate resources should be allocated to support targeted searches.

D.6: Substantially increase the President's Opportunity Fund to provide funds for the recruitment of top-level women to administrative positions. The money will be used flexibly in the search and recruitment process, including providing funds to administer national searches, to provide sufficient financial enticements to compete for talented women, to provide bridge money where necessary, and to develop and maintain a roster of potential women candidates. In the long term, budgeting within each strategic planning unit should include costs for the active recruiting of women.

I. OVERVIEW

Introduction

The Pennsylvania State University developed a policy of equal opportunity and affirmative action in 1971. From that point onward, the University has been publicly committed to eliminating discrimination, including that based on sex, and to acting affirmatively to improve the opportunities for all people to participate fully in the University as students, faculty, and staff. This report represents the first comprehensive look the University has taken at the situation of women throughout its many locations, programs, and service agencies since 1971.

In 1985, the Commission for Women urged the President to initiate such an investigation. President Jordan responded by joining with the Commission in establishing the Strategic Study Group on the Status of Women, the membership of which represents graduate and undergraduate students, faculty, administrators, staff exempt, staff nonexempt, technical-service, and clerical employees. Since this study is part of an overarching strategic effort on the part of the University, our findings and recommendations must be viewed in light of the work of other study groups and with an eye to the Statement of Principles that has been developed to guide the strategic planning process. Work on realizing women's full potential within the University must be viewed as continuous, just as the work of planning for the future of the University is an unending task. It was with this in mind that the Study Group saw its task as designing a preferred future for women within Penn State.

During the past two decades revolutionary changes have occurred in the development of greater educational and occupational opportunities for women, in the nature of family and child rearing obligations, and in the general structure of gender roles. Few changes have ever taken place in American society that potentially affect so fundamentally the lives of so many individuals. The Commonwealth of Pennsylvania, no less than any other state in the Union, has been part of these changes. As a land-grant institution, Penn State has a special obligation to the

citizens of Pennsylvania to function as a means of opportunity and a source of intellectual leadership in this and many other areas. While it is true that a university is part and parcel of the society in which it flourishes, it is also true that a university is a powerful instrument of personal and societal change. The tradition of the land-grant university has been and will continue to be one of service to the needs of all citizens. Pennsylvania has 6.2 million women. Their lives and the lives of their families are linked to Penn State in ways no other university in the Commonwealth can claim.

Within the framework of societal change affecting women, higher education has seen substantial improvements in the position of women. Penn State and other institutions have acted to eliminate discriminatory actions in the student admission process and in the selection and promotion of faculty and staff. The momentum of improvement must be maintained until unfair discrimination and underutilization of talents and skills are eliminated. Penn State's own pledge to equal opportunity and affirmative action requires nothing less.

A university, for all its complexity, is a single community. The members of that community, whether they are students, faculty, or staff, men or women, minority or nonminority, are all interrelated. What happens in one part of the university, what happens to one group in the community, affects the rest. The Study Group approached its task with the realization that the conclusions it draws and the recommendations it makes will affect all members of the Penn State community, not solely women. We also believe that the recommendations we make on behalf of women will in the largest sense benefit men as well. Even now, many of the policies and practices which concern women most seriously also affect men--or would if they were in the same circumstance. It seems obvious, therefore, that the best policy for the University is one that is fair yet sensitive to differences of condition and circumstance.

The Study Group recognizes the necessity of incorporating the concerns of minorities and the handicapped in its findings and its recommendations. The Study Group also considers it essential that the special needs of these groups be fully included in the implementation of our recommendations.

In preparing its recommendations the Study Group has four goals: (1) to help the University contribute to the further enhancement of an attitude of fairness among the thousands of individuals connected with it; (2) to make possible greater contributions to the University by women; (3) to enrich the educational world of which Penn State is a part; and (4) to contribute to the increased development of talent for society.

While we view our work as a beginning, it has by no means been a superficial effort. We want to acknowledge and salute the many hundreds of individuals who contributed their best thoughts and energies to the studies, position papers, written and oral comments and suggestions that undergird the recommendations. We hope and expect that the University will establish the means for periodic assessments of the status of women. Moreover, we believe we are laying the groundwork for a more equitable, richly diverse, and visibly strengthened Pennsylvania State University.

Activities of the Study Group

The Strategic Study Group held its first meeting in October 1985. At that time the group decided to examine state and national issues and trends as a means of developing a comprehensive set of topics for the closer study of women within Penn State. As a result of these early deliberations the Study Group identified four issue areas, and subgroups were organized for each:

1. Institutional Climate, Quality of Life, and Image
2. Academic Programs and Services
3. Conditions of Employment
4. Recruitment, Retention, and Advancement Opportunities

These four areas are viewed as one side of a study matrix. The other side is composed of the various categories of women in the University: students, faculty, administrators, staff exempt, staff nonexempt, clerical, technical-service, alumni, and friends of the University. We decided that where possible each of the subgroups needed to examine the issues in its domain across all categories of women. A listing of subgroup chairs and members is included in Appendix A.

Next, the Study Group decided to conduct hearings at all campus and college locations as well as University Park academic units in order to encourage as many women as possible to voice their concerns and to make suggestions for improving conditions within the University. The listing of hearings and college visits is provided in Appendix B. The Study Group also decided to make available a telephone access number for individuals to use on a confidential basis. Wide use was made of the media to publicize the hearings and the access line. A variety of data analyses, surveys, interviews, and small group meetings were initiated by the Study Group chair and the research director to expand and deepen the information gathered in preparation for the development of reports and recommendations. Highlights of some of the basic findings are available on pages 5-12.

Members of the Study Group have worked tirelessly over a relatively limited time period to conduct the hearings, to pinpoint problems, to study multiple, complex issues, and to offer recommendations that are both specific to a problem and applicable across the University. Testimony was received from students, faculty, and staff in a wide variety of roles from across the University. The issues that were raised represented serious concerns of women, and there was considerable consistency in testimony from hearings across campus locations. There was also remarkable enthusiasm for the opportunity the hearings afforded for women to voice their concerns to a representative body of the University.

The Study Group decided to present its findings and recommendations through a series of recommendation packages rather than preparing a single, large report. The complexity of the issues and the need to address each one as fully as possible--since University deliberation and action would follow from them--suggested this as the more appropriate strategy. Attached to this report is the first set of recommendations. The Study Group anticipates that several additional sets will be forthcoming. A preliminary list of recommendation packages may be found in Appendix C. In many cases the recommendations and the studies upon which they rest must be coordinated with other aspects of strategic planning and action for the University. Nevertheless, we believe our effort should stand as a comprehensive statement of the present status of women at Penn State University and as a plan for the future.

At the conclusion of our efforts, documents and reports prepared by the Study Group will be placed on file in the Office of Planning and Analysis. These studies and reports form the basis of the Study Group findings and recommendations. Moreover, they constitute an archive of information pertaining to women at Penn State that can become the foundation of an assessment and reporting system that should continue to monitor the University's progress with respect to equal opportunity and affirmative action in the years to come.

Highlights of Preliminary Findings

The earliest work of the Study Group involved the gathering of basic information on the location of women in the Penn State system as of October 1985. The data presented on pages 7-12 represent the results of those efforts. A few of the major conclusions are presented below.

- Women were underrepresented in executive, administrative, and faculty positions.

	<u>% Female</u>
Executives	12.0%
Administrators	8.7%
Academic Administrators	7.2%
Faculty	19.2%

- Among most classes of employees, women were underrepresented at the higher ranks and grades.

19.2% of the faculty were female,
5.7% of Full Professors were female.

39.6% of staff exempt employees were female,
7.5% of staff exempt grade 10s were female.

34.3% of technical-service employees were female,
0.0% of technical-service grades 1-3 were female.

- Women constituted only 36.2% of graduate students, and 44.6% of undergraduate students at University Park.

- Women were more seriously underrepresented among graduate and undergraduate students of the following colleges:

	Graduate	Undergraduate
Engineering	5.7%	17.2%
EMS	20.9%	19.3%
Science	23.6%	41.5%
Agriculture	24.9%	36.5%

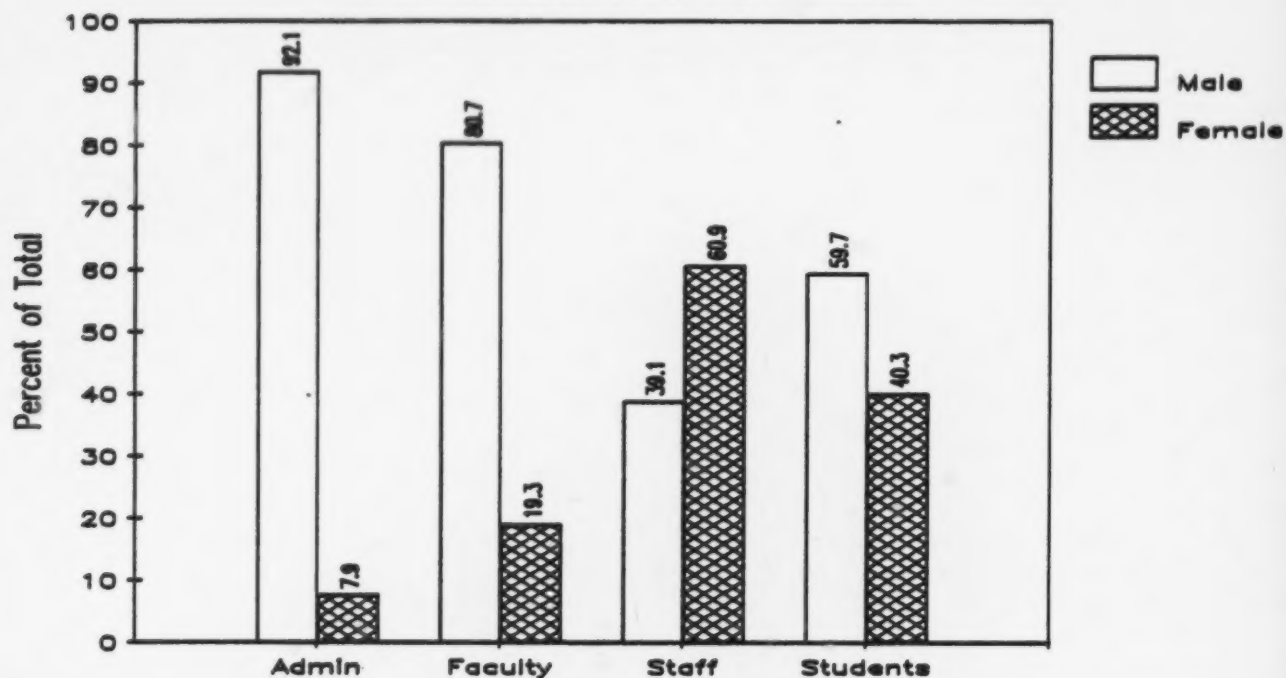
- The ratio of men undergraduates to men faculty at University Park was 8:1; the ratio for women was 35:1. In the College of Business the women's ratio was 297:1. In the College of Engineering it was 153:1.

We also gathered some preliminary information on gender differences in pay, and on the problem of sexual harassment.

- The differences in grade of men and women staff exempt employees contributed about \$3490 to the gender difference in staff exempt salaries.
- The differences in rank of men and women faculty at University Park contributed about \$7830 to the gender difference in faculty salaries.
- Faculty differences in pay which were not attributable to rank, department and other such factors had been reduced at University Park from \$970 in 1983 to \$494 in 1985.
- A 1983 survey of clerical employees at University Park indicated that women employees were subjected to sexual harassment on the job. About 1 OUT OF 3 had been sexually harassed, and nearly half of the incidents involved a person in a position of power over the victim.
- A 1982 survey of University Park students indicated that women students were subjected to sexual harassment at Penn State. About 1 OUT OF 5 of the women undergraduate students had been sexually harassed by a Penn State employee in a position of power over them. About 1 OUT OF 3 of the women graduate students had been harassed.

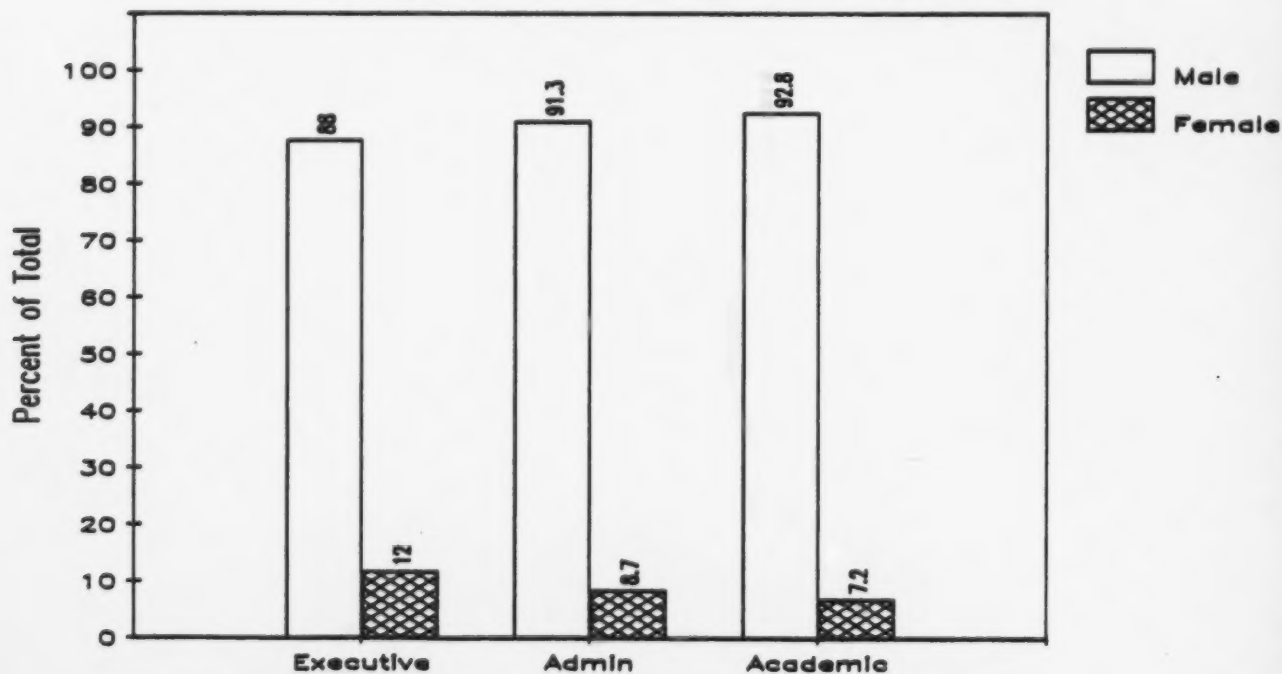
The figures on the following pages provide more detail regarding the location of women within the Penn State system.

Fig. 1: Pct. Male and Female by Category
All Locations, Fall 1985



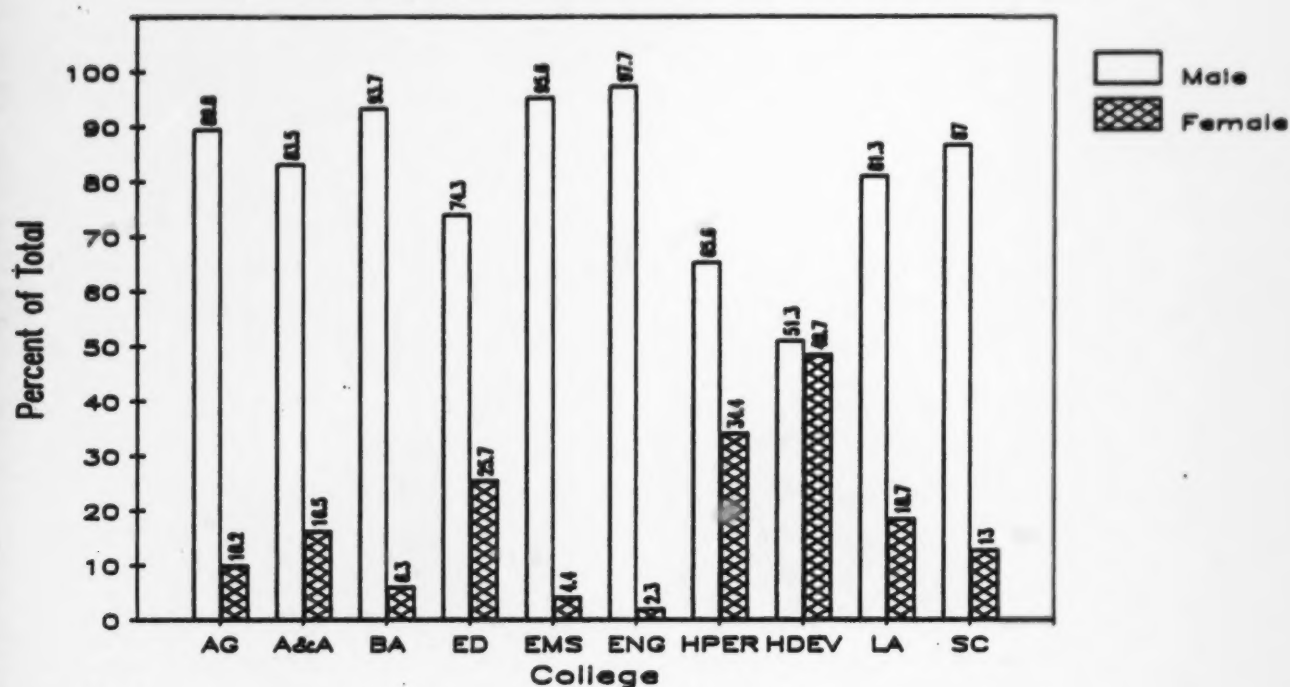
Sources: Final Distribution of Enrollment, Payroll Master

Fig. 2: Pct. Male and Female Administrators
By Class, All Locations, Fall 1985



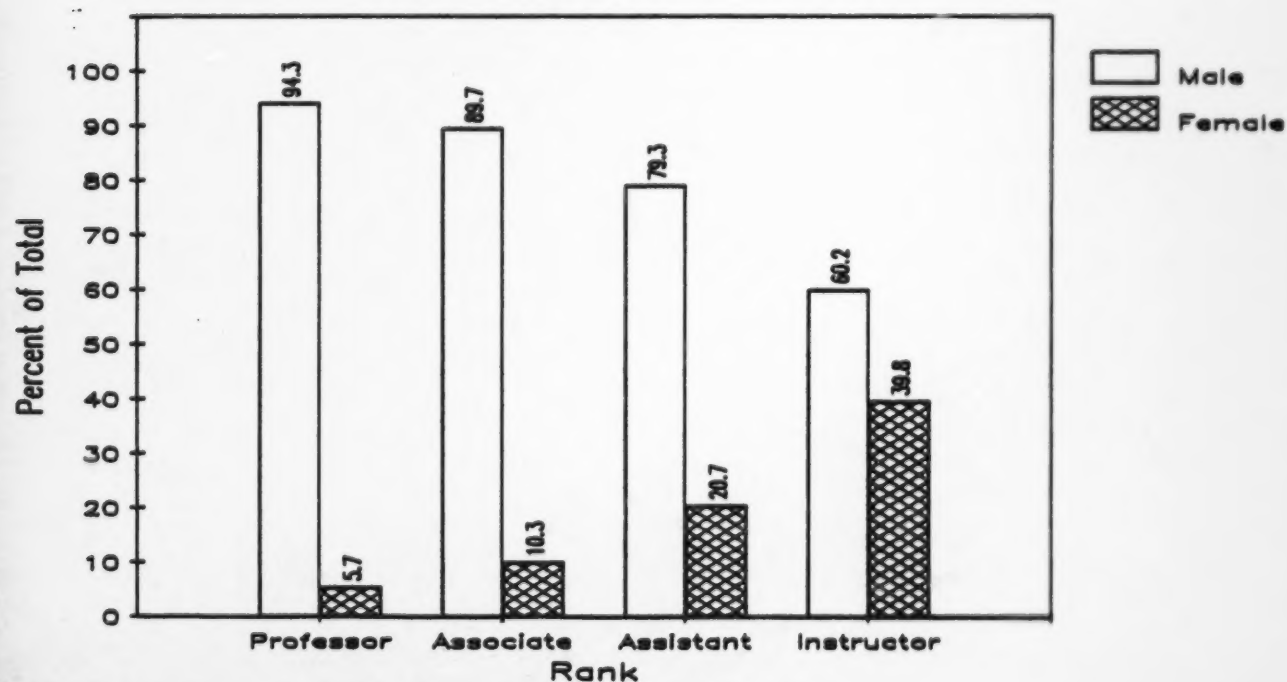
Source: Payroll Master

Fig. 3: Pct. Male and Female Faculty by College, University Park, Fall 1985



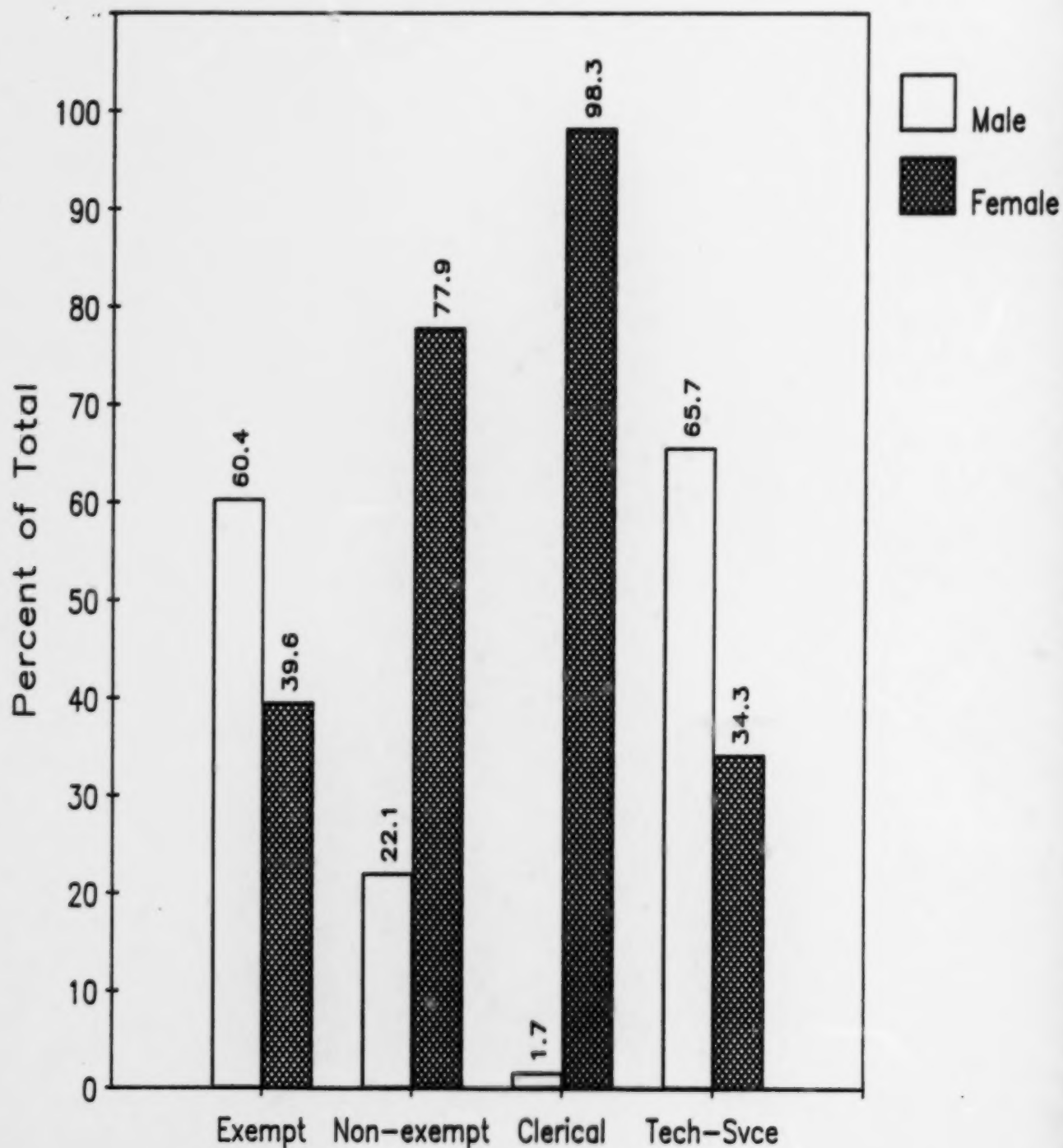
Includes all full-time faculty. Source: Academic Staffing Patterns

Fig. 4: Pct. Male & Female Faculty by Rank All Locations, Fall 1985



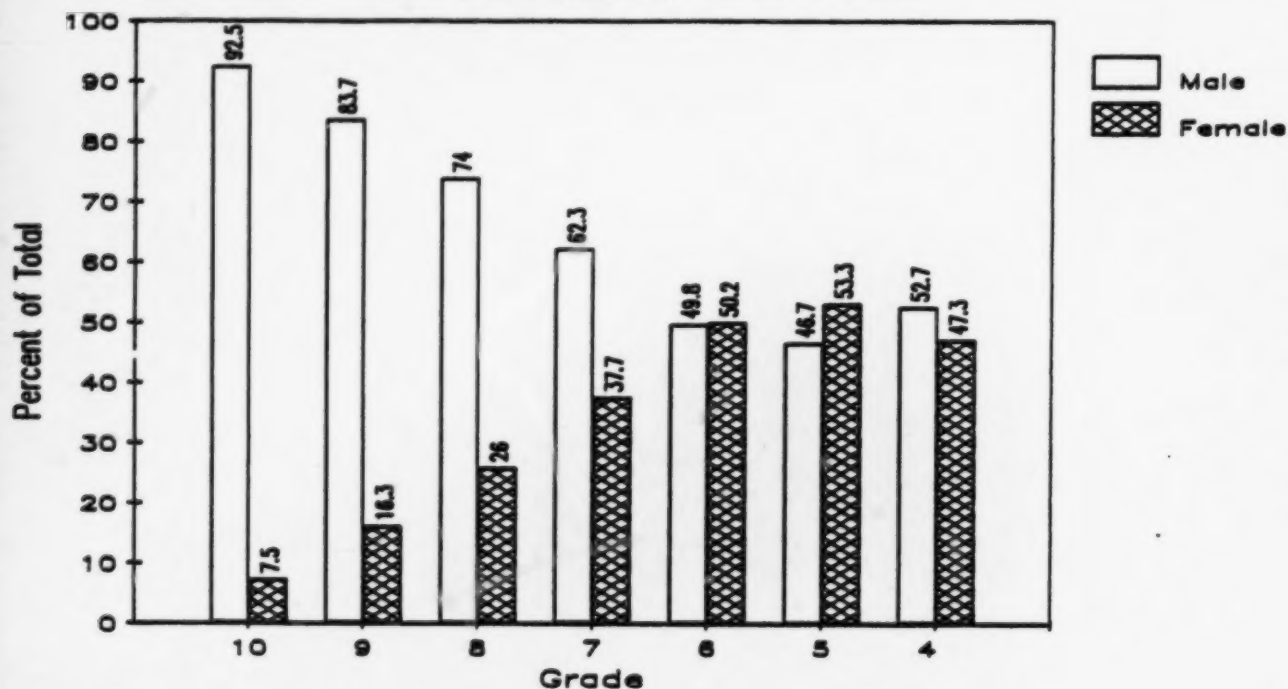
Includes all full-time faculty. Source: Payroll Master

Fig. 5: Pct. Male and Female Staff by Class
All Locations, Fall 1985



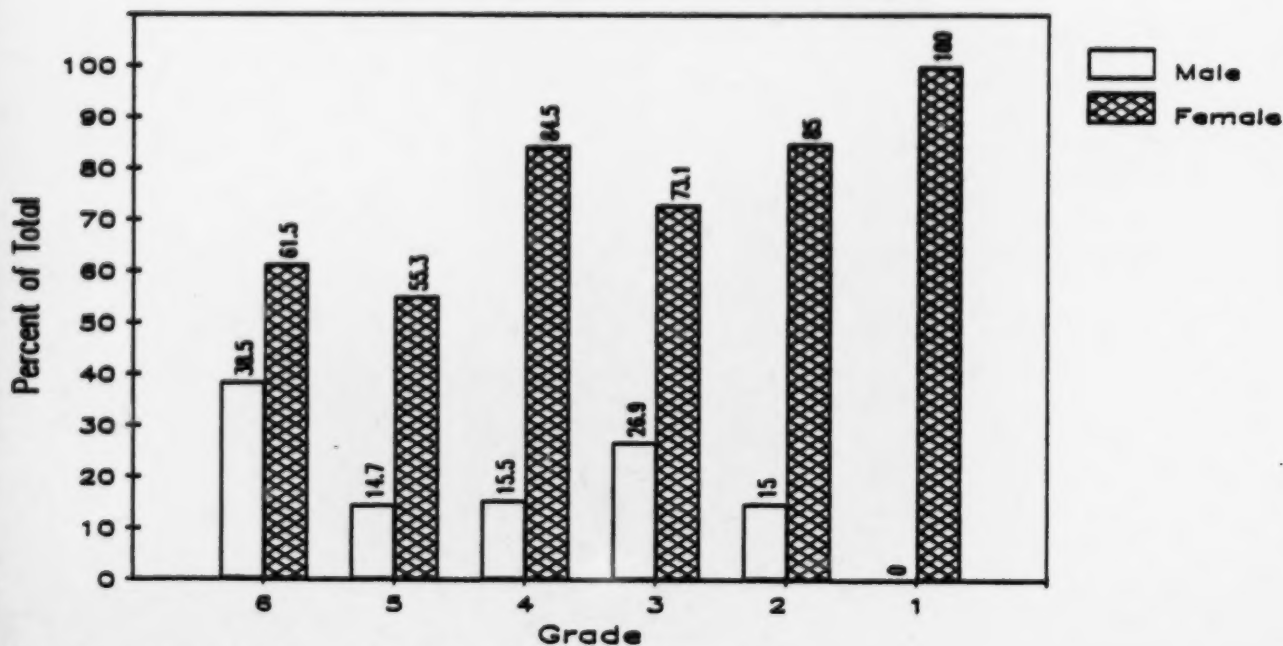
Source: Payroll Master

Fig. 6: Pct. Male & Female Staff Exempt by Grade
All Locations, Fall 1985



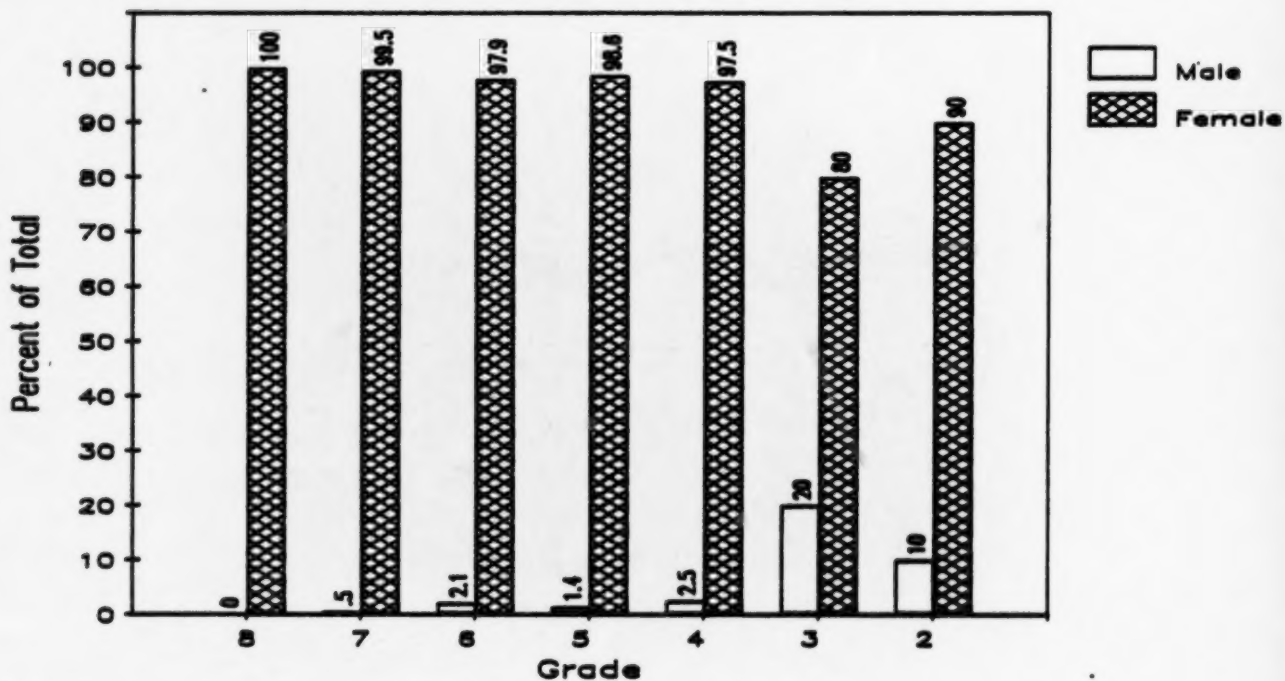
Note: Grade 10 = high, 4 = low. Source: Payroll Master

Fig. 7: Pct. Male and Female Staff Non-Exempt by Grade
All Locations, Fall 1985



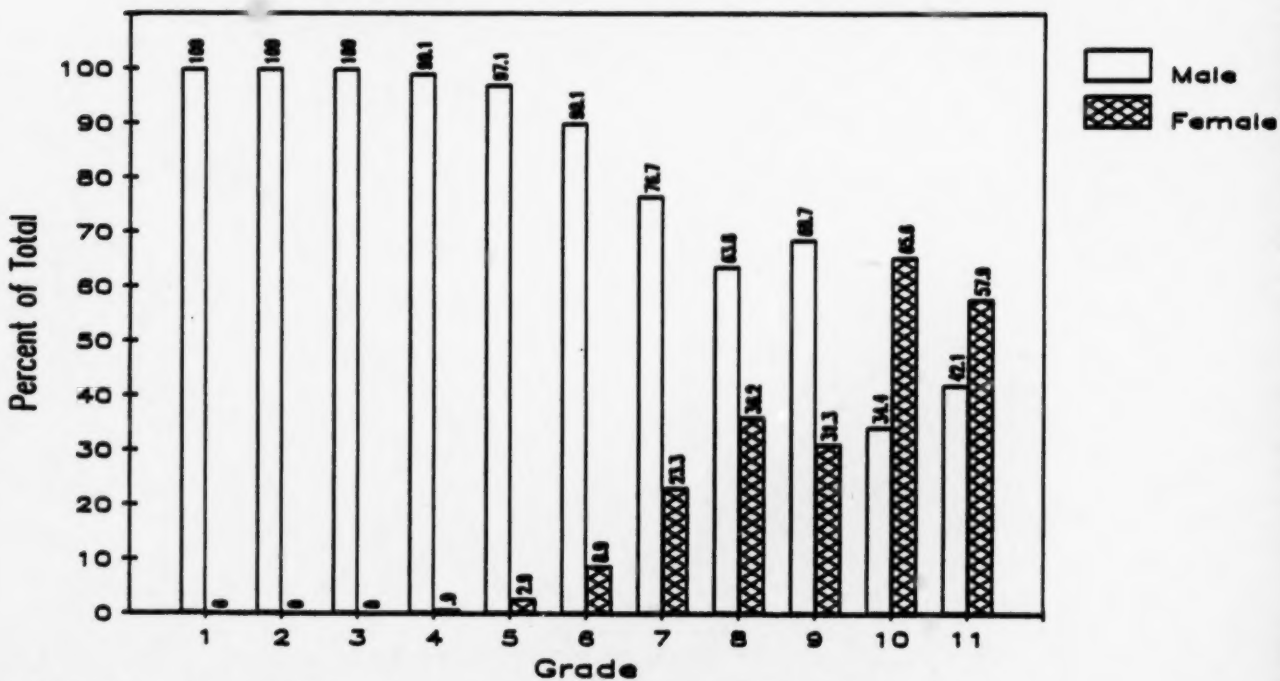
Note: Grade 6 = high, 1 = low. Source: Payroll Master

Fig. 8: Pct. Male and Female Clerical by Grade
All Locations, Fall 1985



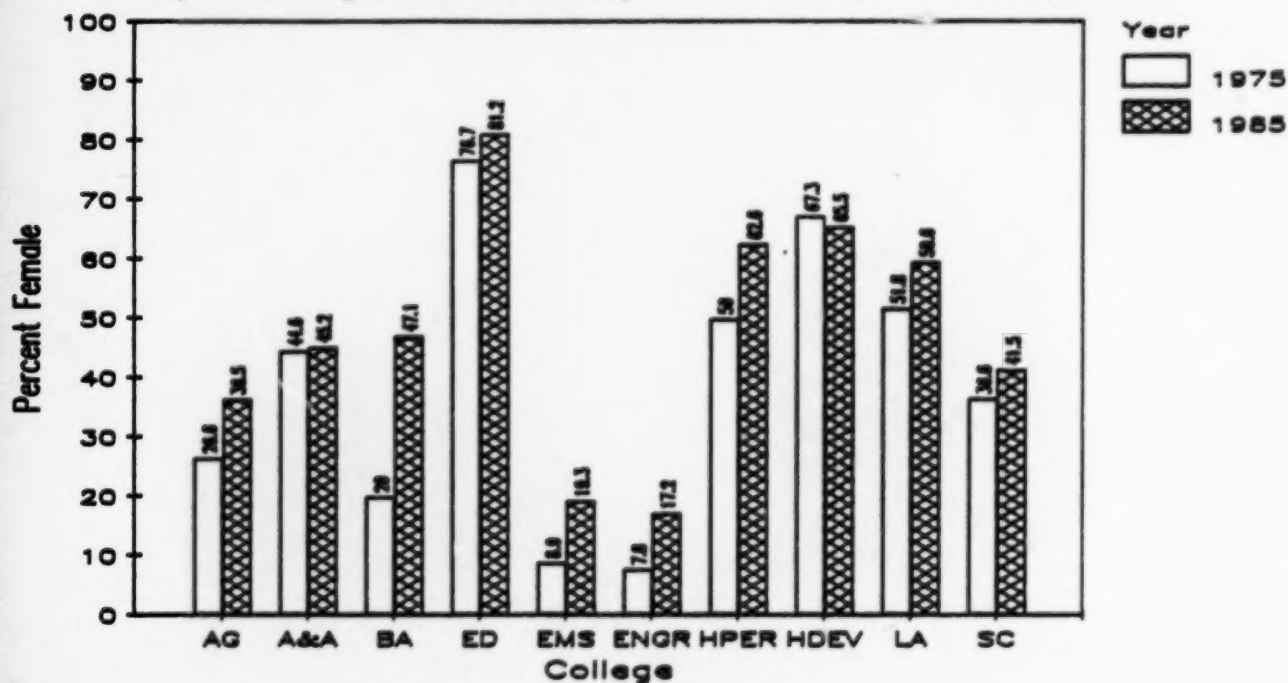
Note: Grade 8 = high, 2 = low. Source: Payroll Master

Fig. 9: Pct. Male & Female Technical Service
by Grade, All Locations, Fall 1985



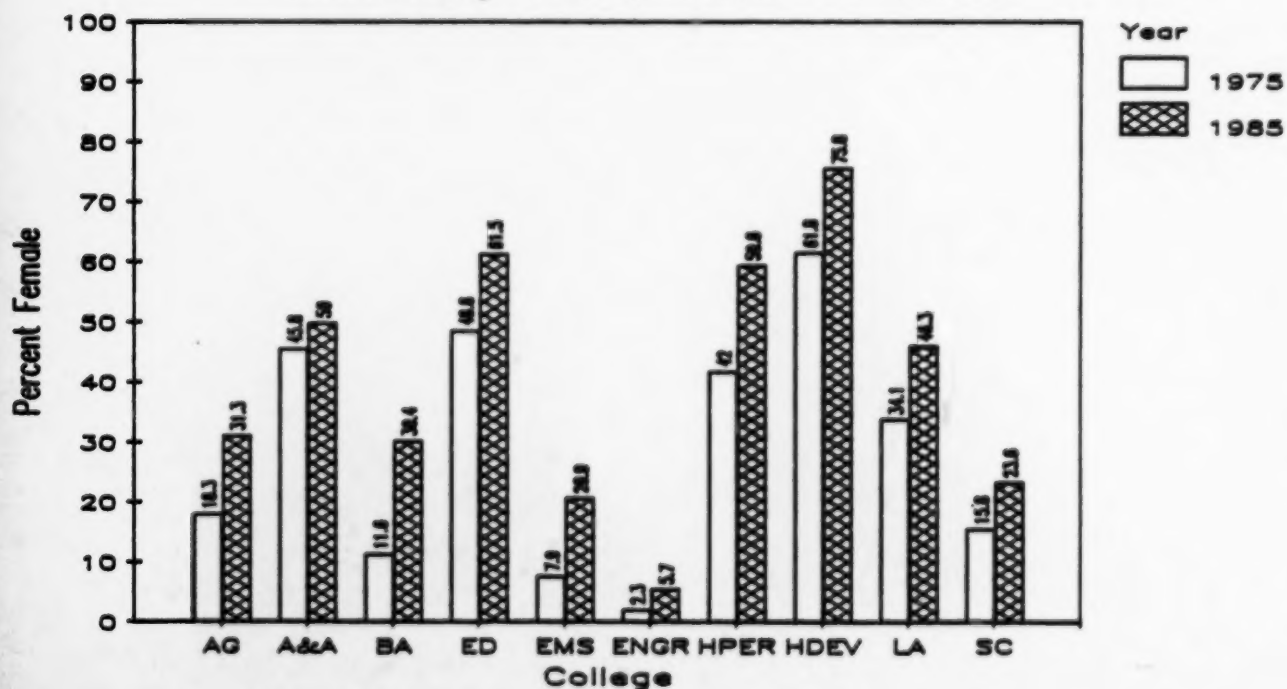
Note: Grade 1 = high, 11 = low. Source: Payroll Master

Fig. 10: Pct. Female Undergraduate Students
By College, University Park, 1975 vs 1985



Source: Final Distribution of Enrollment

Fig. 11: Pct. Female Graduate Students by College
University Park, 1975 vs 1985



Source: Final Distribution of Enrollment

II. JOB ASSESSMENT AND EVALUATION

General Recommendation A

Replace the multiple job evaluation plans currently in use with a single evaluation plan for all classes of staff employees. Reassess and evaluate all staff positions by this new plan and adjust salaries as appropriate.

Statement of the Problem

Job assessment and evaluation systems have provided employers with a means of valuing job worth and determining wages for more than a century. Formal job evaluation plans have become indispensable tools for managing human resources in many public and private sector organizations. In higher education these evaluation systems are primarily restricted to nonfaculty employees, since faculty have a much older, established method of evaluation called academic rank.

Penn State uses three job evaluation plans to rate staff positions. One of these was developed internally in the mid-1960s, and the other two, adapted from industry, have remained unchanged for nearly 25 years. Significant changes have occurred in the workplace since these plans were implemented. The workforce at Penn State increased dramatically in size as the University expanded in the 1960s and 1970s. Office automation and the emergence of an information-based society have permanently altered the working environment for clericals and others. Consequently, the job evaluation plans are outdated and need to be revised.

In addition, the multiple classification system prevents meaningful comparisons of job skills among different types of workers. This condition may contribute to wage inequities, as the salary scale for each classification of employees is different, and compensation is determined more by a particular class than the skills required to perform a job. There is a perception that the current classification system has undervalued those positions dominated by women (i.e., clerical positions and the lower grades of technical-service and staff).

Nationally there have been several recent studies documenting salary inequities with respect to women's positions. One of the premises of the comparable worth movement is that female segregated positions are often undervalued and underpaid relative to positions which are primarily male dominated.

The University is at a turning point in the evolution of personnel management. With new leadership in the Office of Human Resources, Penn State is well positioned to improve its image in this area by examining its job evaluation plans and updating them.

Background

Determining the value of work and developing wage structures to reward employees has never been a simple task. In the past, external market forces of supply, demand, monopoly, and power helped determine job worth and wages. Since the late 1800s, however, numerous attempts have been made to implement formal job evaluation systems that depend less on the marketplace and more on the rank ordering of jobs relative to each other within an organization to determine value or worth.

Prior to 1871, all job evaluation systems were informal and based on external market forces. The first attempt to implement a formal evaluation system was developed in 1871 by the Civil Service Commission, which established a procedure for hierarchically ordering jobs with respect to their value or worth for the purpose of setting pay rates (Treiman, 1979). Private sector organizations began developing formal job evaluation systems in 1925, but they did not become widespread until the Second World War, when employers used them as a means to increase worker satisfaction and defeat union organizing drives (U.S. Commission on Civil Rights, 1985).

Although the competitive labor market and entrenched tradition still affect compensation rates in many companies, larger organizations are more likely to use job evaluation plans developed internally to measure job worth and set wages. These organizations have created internal job structures that reward longevity. These structures include elaborate career ladders and promotion from within which tend to minimize turnover and maximize stability (Treiman and Hartmann, 1981). Competition in these organizations is often limited to entry level

positions, and assigning a market value to positions is difficult (Gold, 1983). Furthermore, these stable employers are frequently impervious to the fluctuations of the external labor market. Consequently, they rely on formal job assessment and evaluation methods to determine job worth and compensation (Remick and Steinberg, 1984).

Job Assessment

Job assessment, which consists of job analysis and position description, precedes formal job evaluation. A careful assessment of positions is essential to the success of any job evaluation system. The following techniques have been developed to capture critical components of positions (Beatty, 1984):

- (1) functional job language technique--incumbents are interviewed and activities identified;
- (2) critical incident technique--incumbents are surveyed to ascertain those activities critical to the job;
- (3) job inventory technique--incumbents note the frequency or importance of tasks using predetermined lists of job content;
- (4) job element technique--job experts are questioned about activities for each job; and
- (5) position analysis questionnaire--a standard questionnaire is used to build a job profile and rank it relative to others.

Each of these techniques is designed to capture salient information about positions that will enable an analyst or supervisor to write an accurate job description. The position description usually contains the job title, its function, organizational relationships, principal duties, and requirements. According to Wagner (1982), the purpose of a job description is to:

- clarify relationships between positions
- establish lines of promotion
- forecast training needs
- provide information concerning skills, knowledge, physical and mental requirements
- determine classification
- provide a basis for making accurate wage and salary comparisons

- assist supervisors and subordinates to communicate about job responsibilities
- enable employees to understand jobs
- provide a list of duties.

When all position descriptions have been written and approved, the relative worth of each job can be measured with the help of a formal job evaluation system.

Job Evaluation

A formal job evaluation is a measurement procedure designed to aid organizations in establishing pay differentials between jobs. It identifies the degree to which jobs possess levels or degrees of compensable factors (U.S. Commission on Civil Rights, 1985). Job evaluation derives a logical scheme for relating the dollar value of one position to the value of others (Landy, 1985).

According to Rosenbaum (1985), job evaluation systems have the following goals:

- (1) to provide a rational wage structure within an organization;
- (2) to provide an acceptable system for setting wage rates for new or changed positions;
- (3) to provide a method for comparing wages within an organization;
- (4) to provide individual performance criteria;
- (5) to reduce wage and salary disputes and provide a structural method to resolve them;
- (6) to provide an incentive for employees to improve job skills and productivity;
- (7) to provide facts for wage negotiation; and
- (8) to provide data for the selection, training, promoting, and transfer of employees.

The oldest job evaluation system is the marketplace. This method, although still in use, has been supplemented by four types of formal evaluation. Two of them--ranking and classification--are qualitative. The other two--factor comparison and point factor--are quantitative.

Ranking jobs is the oldest, fastest, and easiest form of job evaluation. In this method, whole jobs are compared to others and

ranked higher, lower, or equally. Eventually the relative position of each job with respect to all others is achieved, and wage determinations can be made. A major disadvantage of this method is that it is totally subjective. A second drawback is that it can only be used effectively within small organizations, who are often constrained by market factors anyway.

Another qualitative method of job evaluation is classification. As in ranking, entire jobs are compared, but are not placed on a single continuum. Instead, levels of difficulty are identified which form the basis for different classes. Within a class, jobs are ranked above, below, or equal with others in that same class. Though still subjective, this method allows one to rank order a large number of positions. However, it is more complex than ranking, because each position must be analyzed not only to determine its class but also its position within that class.

Factor comparison is a quantitative method of job evaluation that ranks jobs on several factors and identifies benchmark jobs whose salaries are determined by external market rates. The best known example of factor comparison is the Hay system, which ranks jobs on four factors. A grid for each factor is developed that contains sub-factors and values. Each job is scored from these grids and a wage determined.

By far the most popular method of job evaluation is the point rating system. As in factor comparison, factors are used to rate jobs. Each factor is weighted subjectively and assigned a point value. Positions are scored by determining a level of difficulty or degree for each factor and adding up the total points accumulated. This score is matched with a grade or wage scale that determines the appropriate salary range for the position (Wagner, 1982).

It is imperative that careful consideration be given to the selection of factors included in point rating. The choice of factors and relative weights can have substantial consequences for the ordering of jobs with respect to relative worth and pay (Treiman, 1984). Evaluators use two major approaches to factor selection: a priori and policy capturing. A priori systems use factors and weights derived from past generalized applications or from the systems of other firms. Policy capturing systems use statistical methods to derive the appropriate

factors and weights that best describe an employer's existing salary practices (Remick, 1985).

No matter which job evaluation method is used, the process remains essentially subjective. An enormous number of judgments must be made when installing and maintaining a formal job evaluation system (Schwab, 1984). For example, value judgments must be made when choosing factors and assigning points to them in a factor comparison or point rating system, and evaluating each job in relation to others is very subjective.

In order to assess the external environment with regard to job evaluation in higher education, the Study Group attempted to survey public and private institutions, including the University of California--Berkeley, Michigan State University, the University of Minnesota, the University of Pittsburgh, the University of Southern California, the University of Washington, the University of Wisconsin, and Stanford University. Several of the institutions targeted have been required to change their job evaluation systems in light of recent or pending legislation concerning pay equity. However, due to the complexity of these issues, a thorough assessment could not be done without visiting each institution. Given the time and budgetary constraints imposed on the Study Group, this option was not feasible.

Internal Assessment

The Pennsylvania State University has developed complex job assessment, classification, and evaluation methods to determine wage structures for more than 8,000 full-time staff employees systemwide. Detailed position descriptions, which describe duties and responsibilities for thousands of jobs, determine classifications of employees and provide a basis for making wage and salary comparisons. Staff positions are classified as (1) clerical; (2) staff exempt; (3) staff nonexempt; and (4) technical-service.*

The existing complexities of several position categories (e.g., clerical, technical-service) and a lack of understanding of the criteria

*Executive and administrative and faculty positions are not evaluated by the Office of Human Resources and are excluded from this discussion.

used to determine classifications has resulted in an erosion of confidence in the "system." At the public hearings for women, many employees and supervisors complained that the grading system is inequitably applied to jobs at the campuses, which they felt are often assigned a lower grade than comparable positions at University Park. There is a common perception among clerical employees that their wages are significantly lower than those of technical-service employees performing work of comparable value, and that too many of them are crowded into too few grades. Staff exempt and nonexempt employees feel that it is difficult to progress in the system.

A related problem area is job descriptions. Many female employees testified that their job description had not been updated in at least ten years and no longer accurately described their present duties. In other cases, position descriptions have been updated without a corresponding increase in wages. Some employees are told that they cannot see their position descriptions, or can see them only in the presence of their supervisor. The atmosphere that envelops personnel decisions and practices must be improved with a high priority on making it more open and collegial.

There is sufficient evidence of widespread female employee dissatisfaction to warrant an examination of the current evaluation systems. The primary problem is that multiple job evaluation plans prevent comparisons of positions across classes. Wage determinations, however, are more influenced by class than job evaluation factors, and this classification system appears to be biased against female dominated positions. The following discussion describes the existing system and how it is utilized to evaluate technical-service, clerical, and staff positions.

Penn State employs a quantitative point rating system for evaluating positions. Jobs are rated on factors that measure skill, responsibility, effort, and working conditions. Factors are weighted and assigned a point value. Each factor contains several degrees that differentiate levels of difficulty and points are assigned for each degree. Positions are evaluated on every factor and a score is obtained by adding up total points accumulated. This score is matched with a grade that determines the appropriate salary range for the position.

The University uses three evaluation plans for rating staff positions. Technical service jobs are rated according to factors developed by the American Association of Industrial Management (AAIM) in its Shop Job Rating Manual. Clerical positions are evaluated by the AAIM manual for clerical, technical, and supervisory employees. Staff exempt and staff nonexempt positions are evaluated by a rating plan developed internally. The job evaluation plans for clerical and technical-service positions were developed during World War II and have remained essentially unchanged since then, while the staff evaluation plan--used for both exempt and nonexempt positions--has not been revised in the last 20 years.

Each plan measures job worth by four basic factors: skill, responsibility, effort, and working conditions. The following table shows the percent distribution of factor weights in the three job evaluation plans:

<u>Basic Factor</u>	<u>Shop AAIM</u>	<u>Clerical AAIM</u>	<u>Staff PSU</u>
Skill	50%	55.5%	61%
Responsibility	20%	33.5%	39%
Effort	15%	5.5%	0%
Work Conditions	15%	5.5%	0%

The clerical evaluation plan contains 11 compensable factors and is designed to evaluate office, clerical, engineering, administrative, professional, sales, and supervisory positions. The technical-service shop plan also contains 11 compensable factors (not the same) and is designed for production, maintenance, and service jobs. The staff evaluation plan includes six compensable factors and is used to determine job worth of staff exempt and nonexempt positions. Compensable factors for each plan are listed on the following page.

Technical-Service

SKILL

Education
Experience
Initiative and
ingenuity

RESPONSIBILITY

Equipment/process
Material/product
Safety of others
Work of others

EFFORT

Mental or visual
demand
Physical demand

WORK CONDITIONS

Working conditions
Hazards

Clerical

SKILL

Education
Experience
Complexity of duties

RESPONSIBILITY

Errors
Supervision received
Contacts with others
Confidential data
Character of supervision
Scope of supervision

EFFORT

Mental or visual demand

WORK CONDITIONS

Working conditions

Staff

SKILL

Education
Experience
Judgment

RESPONSIBILITY

Responsibility
Supervision
received
Confidential
data

EFFORT

WORK CONDITIONS

Obviously, there are differences between each of these plans with regard to factors selected. The staff plan, for example, does not include any factors for effort or work conditions. Responsibility factors vary widely from the technical-service plan to the staff and clerical plans. However, a comparison of factors also shows that several are identical and a few are even weighted the same. For example, all six staff factors are included in the clerical plan and three of them--education, experience, and responsibility--are assigned the same points for each degree. The technical-service plan includes four factors common to the other two, and the cumulative score for education, experience, and initiative is very similar to that in the clerical plan for education, experience, and complexity of duties.

Other factors can be reworded to achieve comparability with factors in the other two plans. For example, initiative in the clerical and technical-service plans is described as judgment in the staff plan. Unfortunately, it is impossible to compare positions across classes because of these different plans. While the classification system is designed to ensure equity within classes, it does not address this issue

across classes (i.e., clerical, technical-service, staff nonexempt and staff exempt).

In order to determine if all employees are compensated equitably, a single uniform evaluation plan is needed that would be applied to all staff positions. Although some would argue that these classes of employees perform work that is not comparable, and therefore should only be rated with positions in the same class, a careful examination of the factors used by the point rating method shows significant similarity across classes. For example, the three skill factors of education, experience, and judgment or initiative account for 50-60 percent of a position's value in each plan.

The wage scales tied to each plan vary substantially across classes. Table 1 (page 24) shows a breakdown of hiring or minimum salary by grade and class and also shows the distribution of women in these positions. A majority of females are clustered or crowded into the lower paid positions, some of which are sex-segregated occupations (e.g., library clerks, secretaries, housekeepers, and food service workers). The low salaries may reflect built-in gender bias, or they may be legitimate measures of job worth. To determine whether all positions are compensated equitably in relation to each other, we propose that a single evaluation plan be adopted and that the existing multiple classifications of staff positions be abolished.

Implementation Recommendations

The Study Group recommends that a single uniform job evaluation plan that rates all staff positions (currently clerical, staff exempt, staff nonexempt and technical-service) on the same compensable factors be adopted. Although there would only be one class of staff employees, the distinction of exempt and nonexempt positions would be retained.* Union employees (technical-service and Hershey PNA nurses) need not be initially included in this evaluation plan, but it is hoped that an agreement would be reached soon with unions to include their workers.

*Staff exempt employees do not receive overtime and staff exempt positions are defined as those positions in which 80 percent or more of duties require some judgment. Staff non-exempt employees receive overtime and less than 80 percent of their duties require judgment.

The University could adopt a plan already developed elsewhere that would cover all staff employees or design a job evaluation plan especially for Penn State. Concurrent with the development and implementation of this plan, the study group recommends that the University begin to assess and evaluate all staff positions. This reassessment and reevaluation would not guarantee that any position automatically be upgraded, nor would it assure salary increases. However, based on the experience of other institutions (e.g., Washington and Minnesota), it is likely that overall expenditures for staff salaries would increase several percent upon implementation of this recommendation.

Even a single, uniform evaluation plan may not totally eradicate all inequities, as subjective decisions cannot be completely removed from the evaluation process. However, the Study Group feels that adoption of such a plan would go a long way toward improving the status of female staff employees at Penn State. Elimination of historical distinctions among categories of staff may improve communication, simplify procedures and regulations, and reduce the number of grievances.

The Study Group realizes that fully implementing this recommendation will require a considerable investment of time and labor. It may not be feasible in the immediate future to implement a single evaluation system for all staff positions. In the meantime, the Study Group recommends that salary adjustments continue to be made to bring clerical and lower grade staff salaries into line with technical-service salaries.

Table 1
Distribution of Staff Employees by Classification and Grade, Fall 1985

Hiring Rate or Minimum Salary	Staff Exempt		Staff Non Exempt		Clerical		Tech Svce		Cum % Female	Cum % Male
	Grade	% F	Grade	% F	Grade	% F	Grade	% F		
1. \$31,980	10	7.5%							0.1%	1.9%
2. \$26,964	9	16.3%							0.7%	6.5%
3. \$23,580	8	25.9%							2.6%	14.9%
4. \$20,580	7	37.6%							7.0%	26.3%
5. \$20,196							1	0.0%	7.0%	26.8%
6. \$19,780			6*	61.5%					7.1%	27.0%
7. \$19,281							2	0.0%	7.1%	28.4%
8. \$18,456					8	100.0%			7.6%	28.4%
9. \$18,408	6	50.2%					3	0.0%	13.9%	42.9%
10. \$17,596							4	1.8%	13.9%	46.5%
11. \$17,534			5*	55.4%					17.1%	50.4%
12. \$16,740					7	99.5%			21.2%	50.5%
13. \$16,702							5	2.9%	21.4%	56.7%
14. \$16,332	5	53.3%							25.3%	62.1%
15. \$15,808			4*	84.6%					37.6%	65.6%
16. \$15,142							6	9.6%	38.1%	71.6%
17. \$15,024					6	97.9%			53.9%	72.1%
18. \$14,700	4	47.2%							54.5%	73.3%
19. \$14,185							7	23.3%	55.6%	78.8%
20. \$13,728							8	36.2%	57.5%	84.1%
21. \$13,704			3	73.1%					59.8%	85.4%
22. \$13,512					5	98.6%			80.2%	85.9%
23. \$13,124							9	31.3%	82.5%	93.9%
24. \$12,864			2	85.0%					83.2%	94.1%
25. \$12,729							10	65.6%	89.8%	99.5%
26. \$12,372					4	97.5%			94.4%	99.7%
27. \$12,313							11	96.0%	97.7%	99.9%
28. \$12,001			1	100%			12	0.0%	99.7%	99.9%
29. \$11,364					3	80.0%			99.8%	100.0%
30. \$10,584					2	90.0%			100.0%	100.0%
Totals		2,307		1,343		2,362		2,335	5,080	3,267

*Indicates Hershey hiring salary for regular non-exempt grades 4, 5, & 6

Note: Staff non-exempt Hershey salaries are higher than minimum staff exempt salaries at other locations for same grade.

Unionized nurses combined with regular non-exempt staff at Hershey.

III. RECRUITMENT OF WOMEN FACULTY

General Recommendation B

Increase the number of women in standing professorial ranks at all locations. Special attention should be given to recruiting women for appointments at senior ranks. The implementation of this recommendation will require: (a) the establishment of general policies designed to more clearly define and mandate affirmative action in our search for women faculty; (b) increased involvement of the Affirmative Action Office in such searches and the allocation of the resources required to support that involvement; (c) directives concerning the gender composition of search committees and special tactics for identifying potential candidates; and (d) the continuous monitoring of affirmative search efforts. (Specific implementation recommendations are discussed on pages 30-33.)

Statement of the Problem

Women are underrepresented on the Penn State faculty in general and especially at the higher ranks and in the higher-paid colleges. The last ten years of affirmative action have increased the percentage of women on the faculty by only 1.2 percent (See Figure 1, page 34). In October 1985 women comprised only 19 percent of all full-time faculty at Penn State, 12 percent of full-time professorial rank instructional faculty at University Park, and 19 percent of full-time professorial rank faculty on the Commonwealth Campuses. Furthermore, Penn State does not compare well with the top ten public universities with respect to representation of women in the professorial ranks (see Table 1, page 26). It is particularly discouraging to note that even the Penn State colleges with a relatively large representation of women on their faculties, do not compare well with targets based on national availability data (see Table 2, page 26).

Table 1
Percent Female in the Professorial Ranks at Main Campuses
Penn State and the Top Ten Public Universities, 1985-86

<u>Institution</u>	<u>Full Professors</u>	<u>Associate Professors</u>	<u>Assistant Professors</u>
PSU (Rank out of 11)	6.1% (9)	10.5% (11)	25.0% (10)
UC-Berkeley*	5.7%	23.0%	28.8%
UC-Los Angeles*	8.5%	19.3%	32.5%
Univ Illinois	6.3%	16.0%	23.8%
Indiana Univ	8.1%	24.2%	37.1%
Univ Michigan	7.9%	22.5%	29.1%
Univ Minnesota	7.6%	25.6%	40.8%
North Carolina	6.8%	28.6%	31.9%
Univ of Texas	6.4%	24.2%	30.2%
Univ Virginia	5.1%	12.8%	27.8%
Univ Wisconsin	9.7%	29.9%	32.8%

*Data for California are for 1984-85

Source: HEGIS Salaries, Tenure, and Fringe Benefits of FT Instr Faculty

Table 2
Current and Target Gender Distributions
Full-time Professorial Rank Instructional Faculty

University Park Colleges and Commonwealth Campuses, 1985

	<u>Average Salary</u>	<u>Percent Female</u> <u>Current Target*</u>	<u>Number Female</u> <u>Current Target*</u>
<u>Higher Pay Colleges</u>			
Engineering	\$44,068	2% 5%	3 9
EMS	\$43,193	3% 11%	3 12
Business	\$42,841	4% 21%	4 19
Science	\$40,771	6% 15%	11 31
<u>Lower Pay Colleges</u>			
Liberal Arts	\$35,458	15% 38%	41 101
Education	\$35,017	21% 52%	18 45
Agriculture	\$34,810	2% 15%	1 9
Human Development	\$34,544	42% 62%	37 55
H PE and Rec	\$33,095	34% 38%	17 19
Arts and Architecture	\$31,254	15% 33%	15 33
Total U.P. Colleges		12% 27%	150 333
Commonwealth Campuses		19% 27%	98 144

*See Appendix E (p. E-11) for explanation of targets.

Sources: Affirmative Action Office, Payroll file

A number of problems follow from this underrepresentation. First, there is a dramatic imbalance in student access to same-gender role models and advisors. For example, the ratio of women undergraduates to women faculty at University Park is 35:1; the ratio for males is 8:2. In the College of Business the female student/faculty ratio is 297:1; in Engineering it is 153:1. Second, the lack of women faculty feeds into the underrepresentation of women in administrative positions, since recruitment to such positions often occurs through promotion of high status and long-term faculty. Third, the lack of women in high status and tenured positions contributes to the perpetuation of negative stereotypes about women's capabilities and contributes to a climate of male domination. Finally, the particular underrepresentation of women at the higher ranks and in the higher-paid departments is a major source of gender differences in faculty salary, contributing over \$8,500 to the 1985 difference at University Park (see Appendix D, "Gender Differences in Faculty Salaries at The Pennsylvania State University").

The obvious solution is to hire more women faculty, especially at the higher ranks and in the higher-paid colleges. Although we have been moving in that direction to some extent (23.5 percent of the 1975-79 new hires at University Park were women; 26.3 percent on the Commonwealth Campuses), the percent female on the faculty has increased by only 1.2 percent since 1975. This negligible progress indicates that there is a need to compensate in hiring patterns for the problems that Penn State encounters with regard to retention of women faculty--problems such as maintaining a dual career family in a limited labor market, finding adequate day care, and so on. We need to hire women in greater numbers and to hire more effectively, from a bigger pool, in order to bring in a larger proportion of women who will stay.

Contributing Causes and Prospective Remedies

The University's Affirmative Action Plan requires that a recruitment report be filed for every appointment to a standing faculty position. Although in fact only 69 percent of the required reports were filed with the Affirmative Action Office for the year prior to October 1985, the data from these forms do provide us with some information

about current efforts to move in the direction of a gender balanced faculty (see Appendix E, "Recruiting Women Faculty at the Pennsylvania State University").

The most general conclusion to be drawn from the recruitment report data is that the major problems lie in the development of the pool of applicants from which the faculty are selected. Women are underrepresented in relation to discipline-specific availability pools, and this is true for the Commonwealth Campuses as well as for all University Park colleges. Furthermore, there are some easily remedied problems in the conduct of the searches with respect to attempts to increase the number of women who apply for faculty positions at Penn State.

Search Committee Composition. The first problem encountered is the gender structure of search committees, only half of which had even one woman faculty member. In the higher-paid colleges, only five percent of the committees had a woman member. The gender imbalance is even more striking with respect to search committee chairs, six percent of whom were female. Women members of search committees are important for a number of reasons beyond simple equity issues. They are more likely than their male colleagues to be connected with networks of other women scholars who are either potential applicants or sources of information regarding others who are ready to move. Such networks are particularly important for positions at the higher ranks. Full participation of women on search committees also sends a message to the pool of potential applicants and interviewees that Penn State is an institution which includes women in major decision making processes.

Every effort should be made to increase the number of women selected to chair search committees. The short-term institutional goal should be to have women represented as search committee chairs at least in proportion to their membership on the faculty. In absolute numbers, this would mean increasing the number of women chairs by at least five over the 1985 figure. To avoid overburdening the few senior women faculty, women in tenured, mid-level positions could be appointed to chair searches for entry level faculty.

Furthermore, since personal contacts are extremely important in searches for full or associate professors, every search committee for such a position should be encouraged to include at least one woman. Of course, every effort should also be made to include women on search

committees for junior positions as well. In fields where faculty women are scarce and there is a risk of overburdening the few women who are available, women from related disciplines or from the appropriate professional community might be asked to serve. Where it is not feasible to appoint women members of search committees for junior appointments, consideration should be given to the appointment of a woman consultant.

Contents of the Position Announcement. One of the early tasks completed by a search committee is the writing and publication of a position announcement. Fewer than 10 percent of the Penn State job announcements specifically encouraged women to apply. Advertisements should routinely contain a special invitation for women and minorities to apply.

Circulation of the Position Announcement. The majority of searches involved no special efforts to recruit women, and where special efforts were made, they most often involved placing a routine advertisement in an appropriate women's professional organization newsletter. If we want to increase the number of women applying for faculty positions at Penn State, search committees must more aggressively tap into professional women's networks, make use of vita banks, advertise in professional women's publications, and target women in their contacts with other departments and with colleagues at national and regional meetings.

Compliance with Affirmative Action Policies. For 31 percent of the faculty searches, no Affirmative Action Recruitment Report was filed. This suggests that the University's policies regarding affirmative action are either not well-known or not taken seriously in all units. One of the problems may be that not all of the policies articulated in the Affirmative Action Plan have been incorporated into the Penn State Policy Manual. Once these policies are embodied in a Penn State policy regarding affirmative action procedures for faculty searches, all units will be aware of the required involvement of the Affirmative Action Office at the beginning of every search (as already mandated by our Affirmative Action Plan). The Affirmative Action Office staff can then assist departments in the development of strategies for identifying potential women faculty and in the proper conduct of the search and interviewing process.

Encouraging and monitoring compliance with the policies recommended above can be facilitated through alterations in the recruitment report forms to reflect effective affirmative search procedures. Completion of the forms could be monitored through Affirmative Action Office screening of monthly payroll information regarding appointments to standing faculty positions. The increased workload that follows from Affirmative Action Office involvement in every search and in monitoring compliance with University policies regarding affirmative search will require an increase in that office's staff.

Administrative Leadership. Finally and importantly, the central administration can also demonstrate the University's commitment to increasing the number of women faculty by requiring the development of affirmative action plans in each major academic unit and by creating a President's Opportunity Fund for Women to provide incentives to departments to take advantage of opportunities to attract outstanding women scholars to Penn State. Each appointing academic administrator should be held responsible for ensuring that all searches within his/her unit are conducted in a truly affirmative manner. The widespread dissemination of academic unit affirmative action plans and of documents such as The Hiring Handbook, developed by the Women's Commission at the University of New Hampshire, would contribute to a more pervasive atmosphere of commitment to affirmative action.

Implementation Recommendations

The recommendations that follow from this analysis provide for:

- (a) the establishment of general policies designed to more clearly define and mandate affirmative action in our search for women faculty;
- (b) increased involvement of the Affirmative Action Office in such searches and the allocation of the resources required to support that involvement;
- (c) directives concerning the gender composition of search committees and special tactics for identifying potential candidates; and
- (d) the monitoring of affirmative search efforts.

General Policy

Recommendation B.1: Further integrate the University's affirmative action policies with the Policy Manual to establish a definitive policy (PS-XX) regarding the nature of affirmative search for all standing faculty appointments. The policy should require consultation with the Affirmative Action Office at the beginning of every search and a report to the Affirmative Action Office at the end of every search (see also other recommendations below).

Recommendation B.2: Require the dean of every academic unit to develop an annual affirmative action plan as part of his/her strategic plan. The plan should set explicit goals, identify implementation strategies, and develop procedures for the monitoring of progress. The general structure of each plan should be widely published within the unit, and the plans should become an integral part of the University's planning and budget process.

Recommendation B.3: Substantially increase the President's Opportunity Fund and target women as well as minorities. These funds may be used to supplement salaries when necessary in order to make Penn State competitive with other top public universities, and to allow departments and campuses to make special efforts to broaden their searches and make them more inclusive.

Affirmative Action Office

Recommendation B.4: Involve the Affirmative Action Office at the beginning of every search for a standing faculty position. An Affirmative Action Office staff person should be present at the first search committee meeting to discuss the current status of the unit with regard to appropriate comparison groups, to present general affirmative search strategies and to assist in the development of relevant discipline specific recruitment tactics. At locations other than University Park the Affirmative Action Office (in concurrence with the appropriate administrative officers) may wish to designate and train individuals to carry out this function.

Recommendation B.5: Have the Affirmative Action Office develop discipline-specific guidelines for faculty recruitment, such as lists of publications and organizations which would provide access to appropriate pools of potential applicants.

Recommendation B.6: Assess the potential impact of these recommendations on the staffing needs of the Affirmative Action Office and allocate resources as necessary.

Composition of Search Committees

Recommendation B.7: Strongly encourage heads of academic units to appoint women as committee chairs.

Recommendation B.8: Strongly encourage heads of academic units to include at least one woman member on every search committee for a full or associate professor position.

Recommendation B.9: Make every effort to include women on all faculty search committees.

Active Search for Women Candidates

Recommendation B.10: Place position advertisements in specialized women's publications where appropriate and send them to appropriate women's organizations.

Recommendation B.11: Develop a new affirmative action statement for position advertisements that specifically encourages women and minorities to apply.

Recommendation B.12: Encourage the utilization of vita banks whenever possible.

Recommendation B.13: Encourage departments to assign senior faculty to recruit at meetings which are likely to provide access to large numbers .

of potential women applicants, and to utilize personal contacts within the discipline to search out potential women candidates.

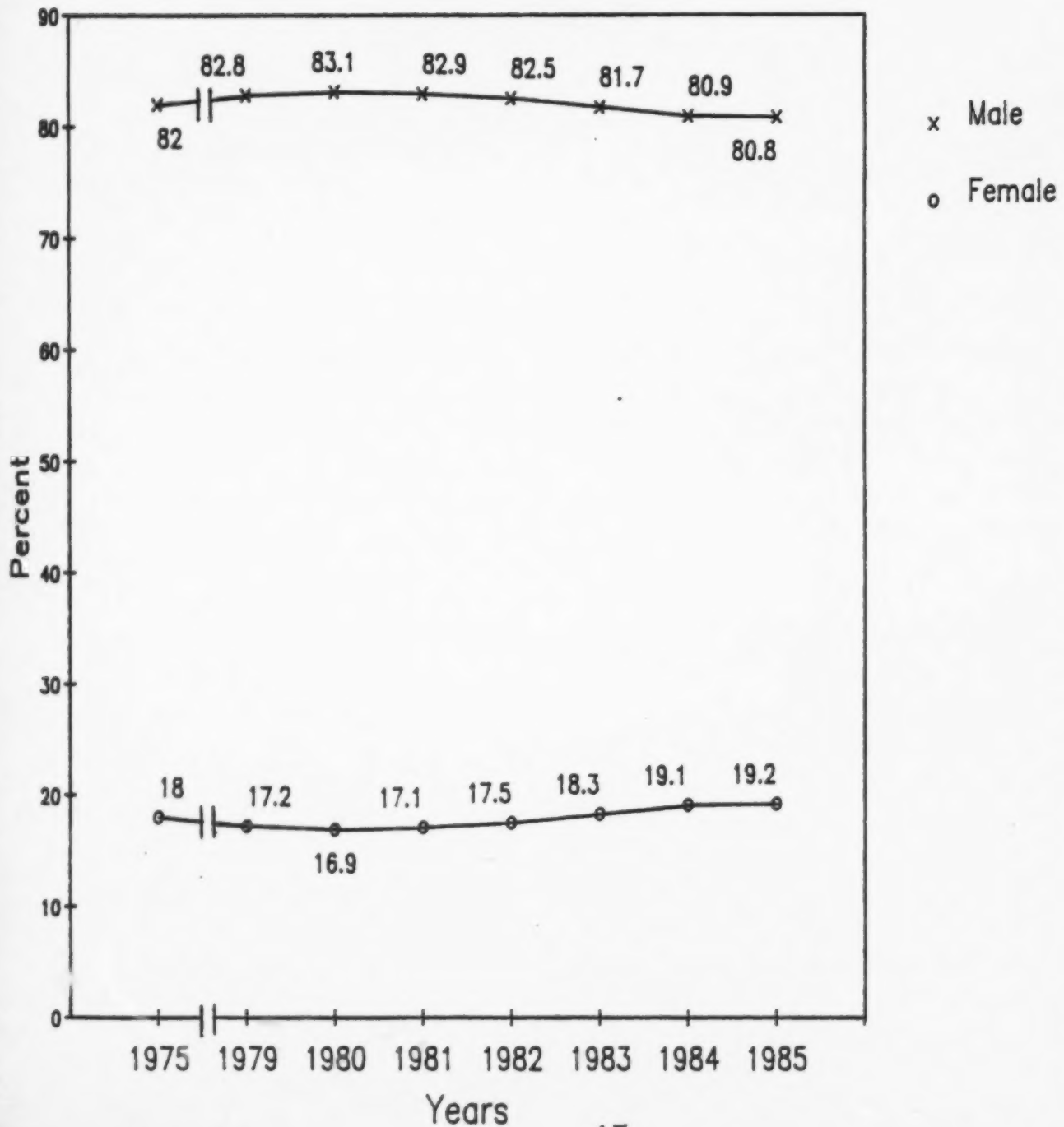
Recommendation B.14: Make resources available at all Penn State locations to encourage inclusive search procedures, such as interviewing more than one candidate for each position before making a decision.

Monitoring Affirmative Search Efforts

Recommendation B.15: Revise the Affirmative Action Recruitment Report form to provide information regarding the procedures recommended above, including the addition of a section to be completed by the appointing academic administrator regarding the structure of offers made to various candidates (see Appendix F, "Revising the Recruitment Report Form").

Recommendation B.16: Monitor the filing of Recruitment Reports through Affirmative Action Office screening of monthly payroll information on new standing appointments.

Figure 1: Gender Composition of
Full-time Faculty, all Locations
1975, 1979-1985



Source: Affirmative Action Office

IV. PART-TIME BENEFITS AND COMPENSATION

General Recommendation C

Offer prorated benefits and increase pay for part-time employees who have worked 750+ hours for at least two consecutive years. Conduct a cost analysis of extending benefits to part-time employees who have worked 750+ hours per year for one year.

Statement of the Problem

The Pennsylvania State University employed nearly 3,700 women and men on a part-time basis in 1985. Of this group, more than 80 percent were casual employees who worked less than half-time. Nearly 20 percent, however, were employed on a regular basis for at least 750 hours per year. In fact, those employees who worked half-time or more for two years actually worked an average of 1,286 hours per year. Many of these individuals are highly skilled, career-oriented members of the University workforce who make a significant and long-term contribution to Penn State. Yet, in contrast to full-time employees, they are not provided employee benefits (except retirement) and are compensated at lesser rates than those earned by full-time employees performing the same work.

Although the concept of offering benefits and increased compensation to part-time employees is not exclusively a women's issue, a majority of part-time employees (58 percent) are female, and 80 percent of part-time employees eligible for the proposed benefits are women. The Office of Human Resources has studied this issue several times during the past decade and recommends that benefits be made available for part-time employees working at least 750 hours per year for two consecutive years or more and that they be paid standard University wage rates. The Study Group endorses this recommendation and urges implementation of part-time benefits and salary adjustments as one of the University's highest priorities.

The Situation at Penn State

Part-time employees are a major part of the Penn State workforce. As Table 1 shows, there were nearly 3,700 persons employed part-time by Penn State in 1985. It is also clear from Table 1 that a disproportionate number of part-time employees are women and that the problems faced by such employees therefore should be a concern of this Study Group.

Table 1
Full-time and Part-time Employees by Class and % Female
Fall, 1985

	<u>Full-time</u>	<u>All Part-time*</u>	<u>Regular Part-time**</u>
<u>Academic</u>			
Number	3,370	798	113
Percent Female	19%	38%	53%
<u>Non-academic</u>			
Number	8,347	2,900	550
Percent Female	61%	63%	85%
<u>Total</u>			
Number	11,717	3,698	663
Percent Female	49%	58%	80%

*includes Fixed Term II and wage payroll; excludes students

**part-time employees who participated in the retirement program

A number of female part-time workers complained to us in hearings that they work more than 20 hours a week year-round in "regular" positions, and yet receive no benefits (except retirement) and are paid lower wages than full-time employees doing comparable work. Although 82 percent of Penn State's part-time employees might be classified as "casual" employees, 663 of them, or about 18 percent, worked over 750 hours in 1985. As the bottom row of Table 1 shows, a disproportionate number of women are "regular" part-time workers.

Part-time workers at Penn State do not receive employee benefits, with the following exceptions. In 1977 the University began implementing the state retirement regulation requirement that individuals who were employed for 750 hours or more per year be placed in a retirement

program, either the State Employees' Retirement System or the Teachers' Insurance and Annuity Association at the employee's option. Two other groups receive part-time benefits as negotiated in their union contracts. The technical-service workers contract specifies that those employees working at least 32 hours per week are eligible for prorated benefits; the Penn Nurses Association Agreement at the Milton S. Hershey Medical Center provides prorated paid time off for hospital staff nurses who work half-time or more.

The Office of Human Resources also confirms that part-time employees are often paid "casual wage rates," which correspond to 15 percent to 40 percent below the hourly rate for full-time employees of the same class and grade. For example, a newly hired full-time clerical grade 5 in 1985 earned the equivalent of \$6.50 per hour; the casual wage rate for a comparable part-time employee was \$4.70.

The Situation at Other Public Universities

A number of institutions currently offer benefits to part-time employees. A survey of the top ten public universities revealed that all of them offered some prorated benefits to part-time employees (see Table 2). The criteria for determining eligibility vary by institution, but 80 percent of those surveyed considered a half-time (750 hours per year) employee with at least one year of service eligible for prorated benefits. One institution offered benefits to employees who worked less than 50 percent, one school required a 75 percent appointment for benefit eligibility, and two institutions offered full insurance benefits for those working half-time or more.

Benefits packages for part-time employees at a majority of these institutions include prorated insurance, retirement, and leave-with-pay for eligible employees. Four institutions included educational grants-in-aid as a benefit. Two institutions offered deferred compensation and tax sheltered annuities as benefits for their part-time employees.

Table 2
Benefits Offered to Part-Time Employees at Leading Public Universities

<u>Institution</u>	<u>Eligi- bility</u>	<u>Insur- ance*</u>	<u>Retire- ment</u>	<u>Paid Leave**</u>	<u>Educa- tion</u>	<u>Other</u>
Cal-Berkeley	50% FTE	yes		yes	yes	
UCLA	50% FTE	yes		yes	yes	
Illinois	50% FTE	yes	yes			
Indiana	50% FTE		yes			
Michigan	50% FTE	yes	yes	yes	yes	
Minnesota	75% FTE	yes	yes			
North Carolina	50% FTE	yes	yes	yes		
Texas	50% FTE	yes	yes	yes		yes***
Virginia	50% FTE			yes		
Wisconsin	600 hrs	yes	yes	yes	yes	yes***

*includes health and life insurance

**includes sick days, holidays, funeral leave

***includes deferred compensation and tax sheltered annuities

Clearly the concept of benefits for part-time employees is not unusual. Penn State has lagged behind comparable universities in this regard. While no determination of the number of employees or cost of benefits to each school was made, it appears that many institutions have made a sizable commitment to part-time employees. The Office of Human Resources has studied this issue several times over the past decade and recommends that benefits be made available for part-time employees working at least 750 hours per year for at least two consecutive years. They also recommend that such employees be shifted to standard wage rates (the most recent report was prepared on September 11, 1984: "Benefit Costs for Part-time Employees Estimate Calculation").

Implementation Recommendations

Recommendation C.1: Develop a benefits package for part-time employees who have worked 750 hours per year for at least two consecutive years. The package should be offered beginning July 1, 1987, and should include prorated health insurance, life insurance, education privileges, vacation, holidays, and sick leave. These employees are already eligible for participation in the retirement program.

Recommendation C.2: Pay employees who have worked at least 750 hours for two consecutive years standard wage rates rather than casual wage rates.

Recommendation C.3: Conduct a cost analysis to determine the economic feasibility of extending benefits to part-time employees who have worked 750 hours or more for one year.

Discussion of Implementation

The Office of Human Resources has estimated the cost of immediate implementation of the recommended benefits and salary adjustments for regular part-time workers (An explanation of calculations used in the 1984 report is included in Appendix G, as well as 1986 estimates by class of employee; the 1986 estimates are extrapolations of the 1984 costs). The estimates are presented in Table 3.

Table 3
Cost estimates for providing pro-rated benefits for part-time employees*

Number of employees	506
Health insurance**	\$267,508
Life insurance	\$ 6,831
Education privileges	\$ 76,912
Vacation	\$175,056
Holidays (12 per year)	\$129,083
Sick leave	\$ 68,405
Pay adjustments***	\$821,624
GRAND TOTAL	\$1,545,419

*who have worked at least 750 hours for at least two years

**includes employees and dependents

***includes rate increases, social security, and retirement

The Study Group does not recommend a partial implementation of benefits (e.g., offering only paid leave and insurance). However, if immediate budgetary resources are insufficient to meet this increased expenditure, there are a number of ways in which the recommended benefits and adjustments could be phased in over several years. One such option is presented in Table 4. In Plan A, benefits are offered in the first year only to employees who have worked at least 750 hours for three or more consecutive years, with the benefits extended to the two-year eligible group in the second year of implementation.

Table 4
Annual Costs of Phased in Implementation of Part-time Benefits

<u>Plan A</u>		
	<u>New Cost</u>	<u>Total Cost</u>
YEAR 1 (FY 1988)		
Three-year eligible group only	\$949,728	\$949,728
YEAR 2 (FY 1989)		
Extend to two-year eligible group	\$595,691	\$1,545,419

A second option is presented in Table 5. In Plan B, some benefits are offered to the two-year eligible group immediately, while others are phased in over a three-year period.

Table 5
Annual Costs of Phased in Implementation of Part-time Benefits

<u>Plan B</u>		
	<u>New cost</u>	<u>Total cost</u>
YEAR 1 (FY 1988)		
Vacation, holidays and sick leave	\$372,544	\$372,544
YEAR 2 (FY 1989)		
Add health, life insurance and education privileges	\$351,251	\$723,795
YEAR 3 (FY 1990)		
All of the above & pay adjustments	\$821,624	\$1,545,419

The total cost of providing prorated employee benefits and increasing salary levels to equate with full-time employees is estimated at \$1.5 million per year, or about 0.6 percent of the 1986-87 salary budget. The advantages to the University of offering benefits and salary increases to part-time employees are significant. It would eliminate existing salary inequities between full-time and part-time workers. It would most likely improve morale among part-time employees, reduce turnover, and attract quality workers to Penn State.

V. RECRUITMENT OF WOMEN ADMINISTRATORS

General Recommendation D

Increase the number of women in executive and administrative leadership positions throughout the University by adopting a "serious search" strategy. The components of this strategy include: (a) reaffirming the University's commitment to affirmative action; (b) requiring national searches for administrative position openings; (c) targeting a number of position vacancies for special attention; and (d) allocating funds for the recruitment of top level women for administrative positions.

Statement of the Problem

The administration at Penn State is overwhelmingly male; fewer than ten percent of executives and administrators are female (see Figure 1, p. 47). In the past three years there have been 51 vacancies among executive and administrative positions, and only five have been filled by women. At this rate, Penn State is unlikely to achieve any significant improvement in the numbers of women holding executive and administrative posts.

One strategic approach to the problem is the development of academic and administrative leaders from within. Although the recent creation of the administrative fellows program is a laudable step in that direction, such an this approach cannot provide a complete solution. The problem is that women are also underrepresented among academic administrators (8.3 percent). Furthermore, senior faculty members, who are often candidates for administrative posts, are predominantly male. Only 26 women at University Park are full professors. This means that the practice of promotion from within is unlikely to produce any immediate improvements for women administrators, and may actually deplete an already perilously small group of female senior faculty.

Thus, a short-term strategy that seeks to attract talented women from other universities, colleges, and related firms and agencies is necessary. If more administrative positions were opened to national searches, search committees could draw upon a much larger pool of talented women candidates, including those currently at Penn State.

According to the American Council of Education and other sources, there is a group of women in the senior faculty and administrative ranks of higher education in the United States who are prepared to assume leadership positions. Many of Penn State's peer institutions, especially the leading public universities, already have a higher percentage of female administrators than Penn State. Penn State must compete more effectively for these talented women, in addition to developing its own more vigorously.

Recommended Strategy for Administrative Recruitment

Increasing the numbers of women in administration requires the same effort that it takes to recruit talented faculty members, students, or athletes. This effort must include recognizing that such talent is needed, locating talented individuals, and recruiting them for the University. Our hearings and college visits indicate that greater commitment to getting women into leadership positions is needed. Such commitment to increasing the numbers of women must involve sustained public support from key leaders, combined with a determined strategy to get results.

Such a strategy will be successful only if it is based on a consistent and pervasive commitment from the top. In addition, the leadership selection process must be monitored and have clear objectives. Currently, searches at Penn State are extremely decentralized. Accountability of appointing administrators for questions of fairness and equal opportunity and affirmative action comes too late--usually after a search is completed--and then only sporadically. Each appointing administrator must be charged from the beginning with selecting as a final candidate an individual who is not only qualified to serve but who will contribute to a university seeking richly diverse talents.

Affirmative action considerations must be part of the process at the beginning, in the middle, and at the end of leadership searches: at the beginning, to educate search committees and underscore how affirmative action works as a legitimate part of the process of candidate identification; in the middle, once a pool of candidates has been identified, to assess whether it adequately represents the relevant workforce; at the end, but prior to final selection, to insure that

candidates from underutilized populations have had a fair opportunity to be considered.

The Study Group recommends that Penn State implement a "serious search" strategy that will begin to achieve the following desirable results:

1. Increase the number of women in applicant pools for administrative positions.
2. Increase the number of women in final selection lists.
3. Increase the number of women appointed.
4. Send a clear message to the higher education community that Penn State is actively pursuing its policy of equal opportunity.

Implementing Recommendations

The "serious search" strategy should be administered by the Office of the President and include the following components:

Commitment to Affirmative Action

Recommendation D.1: Issue a directive from the President to all executive and administrative officers who make appointments to executive, administrative, or academic administrative positions, requiring from each the establishment of specific short-term and long-term targets for increasing the number of women in such positions and for the development of specific plans for ensuring progress toward these goals. These plans should be an integral part of the relevant strategic plans. The President should also continually reinforce through verbal and written communication the importance of truly affirmative searches for women candidates for such positions.

National Searches

Recommendation D.2: Establish a written policy that all position openings at the level of executive and administrator be carried out by

affirmative national searches. Academic administrator vacancies shall also be subject to national searches, except in cases in which an exception has been granted by the Affirmative Action Office. Internal candidates would be included, of course, but since there are so few women within Penn State who could currently qualify, the national search is especially important for increasing the overall number of female administrators.

Targeted Searches

Recommendation D.3: Target a number of administrative position vacancies during each year for five years for special attention and emphasis with regard to affirmative search. Targeted positions would be those vacancies identified as most central to institutional missions.

Recommendation D.4: Assign an individual from the Office of the President to work closely with the Affirmative Action Office in the conduct of targeted searches and in active talent identification for both present and future openings. The process should include consultation with national experts on recruiting women administrators, such as the American Council on Education's Office of Women, so Penn State can model "best practices" in terms of administrative searches.

Recommendation D.5: Assure that targeted searches have at least one-third female and minority membership on the search committee. In the case of a targeted search, the appointing administrator will work closely with the Affirmative Action Office and the designated liaison from the Office of the President to monitor the search. Appropriate resources should be allocated to support targeted searches.

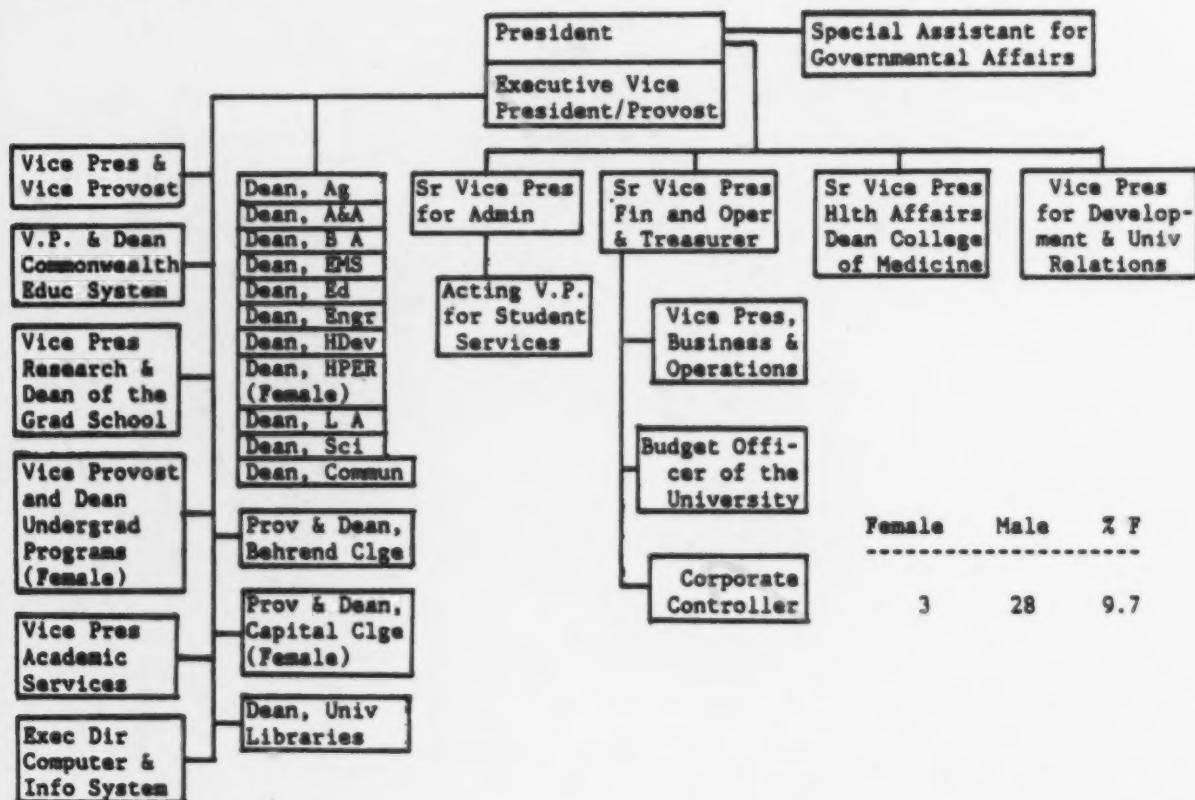
President's Opportunity Fund

Recommendation D.6: Substantially increase the President's Opportunity Fund to provide funds for the recruitment of top-level women to administrative positions. The money will be used flexibly in the search and

recruitment process, including providing funds to administer national searches, to provide sufficient financial enticements to compete for talented women, to provide bridge money where necessary, and to develop and maintain a roster of potential women candidates. In the long term, budgeting within each strategic planning unit should include costs for the active recruiting of women.

Fig. 1: Gender of Executives, Administrators, and Academic Administrators, 1986

A) Executive Positions



B) Administrative Positions

Office	F	M	% F
Acad Services	0	3	0.0
Administration	1	5	16.7
C.E.S.	2	22	8.3
Comp & Info Sys	0	1	0.0
Development	1	3	25.0
Fin and Oper	0	18	0.0
Government Rel	0	3	0.0
Hershey	0	3	0.0
President	2	2	50.0
Research	0	3	0.0
Total	6	63	9.5

*Other includes C.E.S., Academic Services, Interdisciplinary, President's Office, and Undergraduate Programs

Source: Payroll file

C) Academic Administrative Positions

Academic Unit	F	M	% F
Agriculture	0	20	0.0
Arts and Arch	1	8	11.1
Business Admin	0	12	0.0
E.M.S.	0	11	0.0
Education	1	5	16.7
Engineering	0	23	0.0
H. P.E. & Rec.	3	4	42.9
Human Develop	3	7	30.0
Liberal Arts	2	20	9.1
Science	1	14	6.7
Libraries	3	7	30.0
Behrend	0	4	0.0
Capital	0	6	0.0
Medicine	0	20	0.0
Other*	3	27	10.0
Total	17	188	8.3

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APPENDIX A
Work Group Chairs and Members

Work Group I: Quality of life/Institutional Climate/Image

Members: Janet Williamson, Chair
Beverly Crabtree
Eloise Murray*
Betty Stanford
Vernis Welmon

Work Group II: Academic Programs and Services

Members: Sabrina Chapman, Chair
Vincent DeSanctis
Mary Dupuis
Dana Froke**
Marilyn Gilligan
Lee Upcraft
Anne Yeager

Work Group III: Conditions of Employment

Members: Nancy Cline, Chair
Cheryl Ebel
Barbara Gray
Ronda Heltman
Donna Marthouse
Michael O'Connell*
James Wagner

Work Group IV: Hiring, Retention, and Advancement

Members: Carolyn Sachs, Chair
Deborah Atwater*
Suzanne Brooks
Lee Carpenter*
Edward Klevans
Kathryn Martin
Emilia Martinez-Brawley
Nancy Struble
Marylee Taylor**

* 1985-86 only

** 1986-87 only

APPENDIX B
Hearings and College Visits

Campus Visit Schedule
1986

<u>DATE</u>	<u>CAMPUS</u>	<u>VISITING TEAM</u>
February 20	Mont Alto	Jan Williamson Barbara Gray Anne Nelsen*
February 24	Ogontz	Kay Moore Nancy Cline Deborah Atwater Lou Fabian*
February 25	Delaware	Kay Moore Nancy Cline Deborah Atwater Lou Fabian*
March 11	Shenango	Sabrina Chapman Carolyn Sachs
March 11	Hazleton	Jan Williamson Lou Fabian* Liz Ehrich*
March 11	Schuylkill	Nancy Cline Jake Stanford Greg Lozier*
March 12	Wilkes-Barre	Jan Williamson Suzanne Brooks Lou Fabian* Liz Ehrich*

* Staff Member, Office of Planning and Analysis

<u>DATE</u>	<u>CAMPUS</u>	<u>VISITING TEAM</u>
March 12	Berks	Nancy Cline Jake Stanford Greg Lozier*
March 19	Allentown	Lee Upcraft Dara Klein Mary Selders
March 24	York	Kay Moore Mike Johnson* Kathy Martin Cheryl Ebel
March 26	Fayette	Kay Moore Beverly Crabtree Ronda Heltman
March 27	Scranton	Ronda Heltman Marilyn Gilligan Jan Williamson
April 3	Altoona	Jan Williamson Ronda Heltman Jim Wagner Vernis Welmon Beverly Crabtree
April 8	Beaver	Carolyn Sachs Barbara Gray Nancy Struble Jake Stanford
April 9	New Kensington	Mary Dupuis Dana Froke Beverly Crabtree Carol Gilmore
April 14	DuBois	Sabrina Chapman Dara Klein Cheryl Mobley Donna Marthouse

<u>DATE</u>	<u>CAMPUS</u>	<u>VISITING TEAM</u>
April 22	Behrend	Nancy Cline Vince DeSanctis Carol Gilmore Ed Klevans Sue Santalucia*
April 23	Capital	Kay Moore Sabrina Chapman Lee Upcraft Kathy Martin Cheryl Ebel
April 24	King of Prussia	Cheryl Ebel Marilyn Gilligan
April 29	McKeesport	Kay Moore Jim Wagner Cheryl Mobley
October 29	Hershey Medical Center	Kay Moore Jan Williamson Anne Yeager Mary Dupuis Cheryl Ebel Kathy Martin Mary Selders Sandy Englessen Emilia Martinez- Brawley Carolyn Sachs Ronda Heltman

Hearings at University Park

<u>DATE</u>	<u>TARGETED GROUPS</u>
February 4	Entire campus community
June 24, 25, 26	Staff exempt, non-exempt, clerical, tech services
September 23,24,25	Faculty, students

College Visit Schedule
1986

Meetings with Deans, Associate and Assistant Deans,
Selected Department Heads

<u>DATE</u>	<u>COLLEGE</u>	<u>VISITING TEAM</u>
September 15	Earth and Mineral Science	Nancy Cline Carolyn Sachs Kay Moore
September 15	Business Administration	Vernis Welmon Barbara Gray Ronda Heltman Kay Moore
September 16	Science	Ed Klevans Nancy Cline Kay Moore
September 16	Health, Physical Education, and Recreation	Sabrina Chapman Kay Moore Kathy Martin
September 17	Arts and Architecture	Kay Moore Ronda Heltman
September 17	Liberal Arts	Marylee Taylor Emilia Martinez- Brawley Carolyn Sachs Sabrina Chapman Kay Moore
September 22	Engineering	Ed Klevans Nancy Cline Marylee Taylor Suzanne Brooks

<u>DATE</u>	<u>COLLEGE</u>	<u>VISITING TEAM</u>
September 22	Education	Sabrina Chapman Mary Selders Mary Dupuis
September 29	Agriculture	Nancy Cline Donna Marthouse Kay Moore
October 3	University Libraries	Nancy Struble Mary Dupuis Nancy Cline Kay Moore
October 15	Human Development	Marylee Taylor Jan Williamson Kay Moore
November 4	Division of Undergraduate Studies	Kay Moore Sabrina Chapman
November 5	Research and Graduate Studies	Kay Moore Mary Dupuis Emilia Martinez- Brawley
To be Scheduled	Athletics	

APPENDIX C
Preliminary List of Recommendation Packages

THE PENNSYLVANIA STATE UNIVERSITY
Strategic Study Group on the Status of Women
304 Old Main

Date: October 30, 1986

From: Mike Johnson

To: Kay Moore

The list below is a summary of our current plans regarding recommendation packages. The first set will be ready for submission shortly. The others are clustered by content, rather than chronologically.

First Set

- Part-time benefits and compensation
- Job assessment and evaluation
- Recruitment of women administrators
- Recruitment of women faculty

Specific Employee Issues

- Faculty retention and promotion
- Part-time employment issues
- Benefits package
- Clerical and staff advancement and career development
- Grievance procedures and personnel rep system
- Clerical work setting
- Dual career issues

Specific Employee/Student Issues

- Day care
- Sexual harassment
- Campus safety

Specific Student Issues

- Women's athletics
- Women's programs and services
- Health services
- Classroom issues
- Student recruitment and retention

General Issues

- General recommendations based on University Park, Behrend, Capital, Hershey, and Commonwealth Educational System hearings
- Penn State image
- Minority issues
- Women's concerns office
- Leadership issues

APPENDIX D

Gender Differences in Faculty Salaries at the Pennsylvania State University

Report to the Strategic Study Group on the Status of Women

Overview

Gender differences in faculty salaries are largely due to the concentration of women faculty in the lower ranks and in the lower paying departments. At University Park, for example, 68% of the salary difference between men and women is accounted for by differences in rank; another 17% is accounted for by differences in department affiliation. Other reasonable determinants of salary, such as years of service or representation as Department Heads and Evan Pugh Professors, explain a further 11% of the gap, leaving less than 5% of the gap unaccounted for. Although there are some differences by location, the general conclusion that salary differences are due primarily to differences in the type of positions held by men and women is valid throughout the Penn State system.

Furthermore, the part of the gender difference in salary which is accounted for by these identifiable factors has increased since 1983 (by 17% at University Park, 24% on the Commonwealth Campuses), while the already small unexplained portion has decreased (by 48% at University Park and 49% on the campuses). It is clear that policy recommendations designed to reduce gender differences in faculty salaries must focus on the reshaping of hiring, retention, and promotion practices in ways which will increase the movement of women into the more highly paid faculty positions.

University Park and the Commonwealth Campuses
Sources of the Gender Gap

"Explained" and "Unexplained" Differences

For 1985-86 at University Park the average salary of full-time female faculty members is 70% that of the average full-time male faculty member, or \$11,454 less. For the Commonwealth Campuses, the figures are 88% and \$3197. Although such a global analysis of salary differentials is useful in sensitizing us to the magnitude of the differences between men's and women's incomes, it provides little by way of information which might be useful in focusing our efforts to reduce the gap. What we would really like to know is why women faculty members are paid so much less than men.

Our search for relevant policy therefore begins with an attempt to identify some of the sources of this overall gap between the average salaries of men and women faculty. The logic of the analysis is roughly as follows. It appears that men and women faculty members differ from each other with regard to a number of characteristics which one might reasonably expect to be associated with salary. Some of these characteristics have to do with the kinds of positions men and women hold within the University, such as rank or department. Others have to do with background or occupational history, such as highest degree earned or years of service. The analysis presented below identifies the portion of the gender gap in salaries which is attributable to each of a number of such factors. The portion of the salary difference which is accounted for by all of the factors included in the analysis is referred to as the "explained" gender difference.

Such an "explanation" is, of course, only a first step in the understanding of salary differences. Although the analysis can tell us, for example, how much of the gap seems to be due to gender differences in rank, it cannot tell us why men are more likely to be in the higher ranks than are women. Nevertheless, the first step is to identify the major sources of the salary gap.

The analysis for University Park and the Commonwealth Campuses¹ begins with a decomposition of the total salary differential into two parts: (1) a portion due to the differential distribution of men and women across such relevant horizontal and vertical dimensions as rank and department; and (2) a portion that is unexplained by these factors. The payroll data with which we are working (October, 1985) allow us to look into the effects of the following variables: gender, rank, department, Evan Pugh Professorship, department headship, tenure eligibility, tenure status, highest degree earned, graduate faculty status, type of appointment, years of service, years in rank, and age. Details of the

¹Data regarding gender differences in salaries for Behrend College and Capital College, and for research faculty and library faculty are presented on pages D-9 and D-10.

regression substitution procedures which were used in the analyses for University Park and the Commonwealth Campuses are discussed on pages D.11-D.13.

University Park

The relevant summary data for University Park are presented in Table 1. For 1985, the average full-time woman faculty member at University Park earned 70% of the average male faculty member's salary.

TABLE 1
ANALYSIS OF GENDER DIFFERENCES IN FACULTY SALARY
AT UNIVERSITY PARK²

	<u>Fall, 1983</u>	<u>Fall, 1985</u>
Average Male Salary	\$35,834	\$37,785
Average Female Salary	\$25,501	\$26,331
Overall Gender Difference in Salary	\$10,333	\$11,454
<u>"Explained" Gender Difference</u>	<u>\$9,363</u>	<u>\$10,959</u>
Men have higher ranks	\$6,998	\$7,832
Men are concentrated in higher salary departments	\$1,561	\$1,911
Men are more likely to be department heads and Evan Pugh Professors	\$ 490	\$ 658
Men have higher degrees, more seniority, etc.	\$ 313	\$ 558
<u>"Unexplained" Gender Difference</u>	<u>\$ 970</u>	<u>\$ 494</u>

Most of the gender differential for 1985 (96% or \$10,959) is due to differences in the distribution of men and women in terms of variables which one might consider to be legitimate determinants of salary. Only 4% (\$494) of the total gender gap remains unexplained after we take into account the variables listed above.

The techniques which we used to decompose the total salary gap into an explained and an unexplained portion, also allow us to estimate how much of the explained portion of the gap is due to each of the specific factors included in the analysis. The differential distribution of men and women across ranks is clearly the most important factor in the overall salary difference, accounting for 68% or \$7,832 of the

²The salaries represented here and in subsequent tables are for 9/10 months and are expressed in constant 1985 dollars. Twelve month salaries were converted using the AAUP ratio of 81.8 percent. This table includes only full-time instructional faculty (200 budgets, including standing and fixed-term I appointments of at least 36 weeks).

total. The male faculty at University Park are concentrated at the upper ranks, while the female faculty are concentrated at the lower ranks. For example, 41% of the male faculty are full professors, as compared with 11% of the female faculty; and only 7% of the male faculty are instructors as compared with 34% of the female faculty. Overall, the gender differences in rank are such that 42% of the women faculty would have to change ranks in order to eliminate the differences. (For more details, see Tables C-1 and C-2 on page D.14.)

The second major factor is location within the department structure of the University. There are some fairly dramatic differences in the average faculty salary across departments. For example, the highest paid department in our data has an average salary of \$49,142 and the lowest paid \$19,703. The reason that differences such as these affect the gender differential is that men and women are not found in the same proportions in different disciplines; for example, that highest paid department has no women faculty members, the lowest paid department is 33% female. The general tendency for men to be concentrated in higher salary fields accounts for 17% or \$1,911 of the total gender difference in faculty salaries at University Park. (For some detail at the College, rather than Department level, see Tables C-3 and C-4 on page D.15.)

The fact that all of the University's Evan Pugh Professorships are currently held by men and that all but three of the department heads are men accounts for another 6% or \$658 of the total gender difference. Miscellaneous other factors, including highest degree earned, tenure status, graduate faculty status, age, years of service, and years in rank, account for a further 5% or \$558.

Change. We have chosen 1983-84 as a benchmark for change because the Senate Committee on Faculty Affairs prepared a similar data analysis for 1983-84 salary data, and since that time the Affirmative Action Office has been using regression substitution procedures to facilitate the reduction of at least the unexplained portion of the salary differential.

Comparison of the 1985 data with a reanalysis³ of the 1983-84 University Park data (see Table 1) suggests the following general conclusions: (1) the overall gender gap has increased⁴ somewhat in the

³Our analysis is not identical to the analysis reported in 1984 by the Senate Committee on Faculty Affairs. We have re-analyzed the 1983 data using our own hierarchical regression substitution procedures. Thus, the figures presented here for 1983 are not simply inflation-corrected versions of the tables in the 1983 Senate report.

⁴Because of the increase in faculty real income, the increased dollar difference between men's and women's salaries does not correspond to a significant decrease of women's salaries as a percent of men's.

(Footnote Continued)

two years since the Senate report; (2) this increase has been entirely in the explained portion of the gap (a 17% increase since 1983); and (3) the unexplained portion of the difference has been reduced roughly by half since 1983.

Commonwealth Campuses

The gender differences in salaries on the Commonwealth Campuses⁵ are considerably less dramatic than are those at University Park (see Table 2).

TABLE 2
ANALYSIS OF GENDER DIFFERENCES IN FACULTY SALARY
COMMONWEALTH CAMPUSES

	<u>Fall, 1983</u>	<u>Fall, 1985</u>
Average Male Salary	\$24,924	\$25,978
Average Female Salary	\$22,108	\$22,718
Overall Gender Difference in Salary	\$ 2,816	\$ 3,197
<u>"Explained" Gender Difference</u>	<u>\$2,189</u>	<u>\$2,878</u>
Men have higher ranks	\$900	\$1,130
Men are concentrated in higher salary departments	\$899	\$1,146
Men have higher degrees, more seniority, etc.	\$390	\$ 602
<u>"Unexplained" Gender Difference</u>	<u>\$ 627</u>	<u>\$ 319</u>

For 1985, the average full-time woman faculty member on the campuses earned 87% of the average male faculty member's salary, as compared with the 70% figure at University Park. Furthermore, although as at University Park the bulk (91%) of this gender difference is explained by factors such as rank, department, highest degree, etc., the pattern of explanation is quite different (see Table 2). On the campuses, rank has considerably less impact on salary than it does at University Park, in part because the distribution of faculty rank is much more compressed on the campuses, in part because gender differences in rank are not as dramatic. For 1985-86, on the campuses only 18% of the women faculty members would have had to change ranks to make their rank distribution identical to the men's, as compared with 42% at University Park. (For details, see Tables C-1 and C-2 on page D.14.) As a result, other factors (such as department) whose dollar impact is about the same or

(Footnote Continued)

Women's salaries at University Park were 70 percent of men's in 1985, and had been 71 percent in 1983.

⁵Administratively, Behrend College, Capital College, and King of Prussia are not Commonwealth Campuses. Behrend and Capital are treated separately on pages D.9-D.10. King of Prussia is too small for meaningful analysis.

even less than at University Park, pick up a greater percentage of the difference between men's and women's salaries. Thus, for the Commonwealth Campuses, department affiliation accounts for slightly more of the gap than does rank (36% and 35%, respectively), and the miscellaneous set of other factors including highest degree, etc., picks up 19% of the gap.

The changes from 1983 to 1985 show a pattern which is quite similar to that for University Park. There is a slight overall increase in the dollar amount of the gap between men's and women's salaries, but women's salaries as a percent of men's have changed very little (87% in 1985; 89% in 1983). As at University Park, the increase in the gap is due entirely to increases in the explained portion of the difference, which increased by 24%. The unexplained portion decreased by 49%.

Discussion

Salary Differences vs. Equity.

Throughout this discussion we have avoided the term "salary equity" which is often used in analyses which decompose pay differences into explained and unexplained portions. We do so to avoid the assumption that the explained portion of the gender gap is "equitable" and "just," or that the unexplained portion is "inequitable" and "unjust." It would be most unfortunate if readers of this report were to assume that the explained part of the gender gap could legitimately be ignored, that the unexplained portion was the only problem.

Explained parts of the gap are not necessarily just. For each explanatory factor we must ask ourselves two questions. First, is it proper to pay people (men or women) differentially as a consequence of their position with respect to this factor? The literature of Affirmative Action is full of cases in which organizations have explained differential treatment of minority applicants on the basis of criteria such as standardized tests on which they happened to score lower than whites. The courts have insisted in such cases that the organization demonstrate that such a test is in fact a relevant criterion for selection. The same logic should be applied here to criteria for pay differentials at Penn State. If any particular cause of the gender difference in salaries is judged to be an inappropriate determinant of pay, we need to consider recommendations which would eliminate its effects. Second, we must ask if the processes which allocate men and women to different positions with respect to any particular explanatory factor are equitable. For example, if rank is considered a legitimate criterion for pay differentials, then we must ask if men and women have equal access to rank. If not, we need to consider recommendations which will give them equal access.

It is also dangerous to assume that the unexplained portion of the gap necessarily represents inequity. This part of the gender gap corresponds (roughly) to the average difference between the salaries of

men and women who are in similar positions with respect to the factors which are covered in the explained part of the gap. However, those factors are hardly comprehensive. In the present analysis, for example, we have no measures of research productivity, or research quality, or teaching quality, or University service, or community service, or professional reputation, and so on. The analysis cannot tell us whether this unexplained portion of the gap would be larger or smaller if we had measures of such relevant factors. Until such measures are available, a case by case approach to this part of the gender gap is appropriate (see next section).

The Unexplained Portion at Penn State.

Since 1983 the University Affirmative Action Office has been using a technique similar to that utilized in this report to identify women faculty who are paid less than one would expect given their location in the structure of the University Park or Commonwealth Campus faculty. In effect, this approach focuses on the relatively small unexplained portion of the gender gap identified above (\$494 at University Park and \$319 on the Commonwealth Campuses). As noted above, the difference is not necessarily due to gender discrimination; it may well be that the women so identified differ from other members of the faculty with respect to factors which were not available for the estimation procedure, such as quality of teaching or scholarship. Each case is therefore evaluated individually in cooperation with the unit involved and a decision made as to the necessity of a salary adjustment. Our finding that the unexplained portion of the gender gap has been decreased by nearly half since this process was initiated may be due in part to the effectiveness of this procedure.

The Explained Gender Gap at Penn State.

The analysis presented above indicates that the major reason why female faculty members are paid less than men (especially at University Park) is that more of them are in the lower ranks. Since rank is certainly a legitimate determinant of salary, the major equity question here is "Why are women at lower ranks than men?" There are, of course, a number of possible answers to the question. It is possible that women are hired in at lower ranks than are men. It is possible that women have been hired more recently than men and have not been at Penn State long enough to be distributed throughout the ranks. It is possible that women are less likely to be promoted than men, either because they are less qualified for promotion, or because of gender bias in the promotion system. What the analysis suggests, therefore, is the investigation of recruitment, hiring and promotion processes.

The literature on academic women suggests three major issues into which we might want to look. First, we might want to look for actual gender bias in these processes and suggest policy changes designed to eliminate overt or covert discrimination. Second, we might look to ways in which to take affirmative action in recruitment in order to increase the likelihood of finding female applicants who would qualify for positions of higher rank. A third focus might be the ways in which qualified women are handicapped in their pursuit of promotion by the

primarily male structure of the university. For example, they might be overburdened with committee work as one of the few women available for such work, or they might find networks of collegial support less accessible because of their gender, or they might find themselves doing a great deal of advising of female students, taking time away from their research.

The second factor which has been identified as an important aspect of the explained portion of the gender gap (and the impact is roughly the same at University Park and on the Commonwealth Campuses) is the differential distribution of men and women across departments. Here the prior questions must deal primarily with recruitment and retention. Although it is likely that much of the department differential is related to the proportion of women faculty hired into the various departments, rather than to retention problems, we do not currently know the extent to which each of these two factors is involved at Penn State. Furthermore, we do not know much about the reasons why some departments are unable to recruit and/or retain reasonable numbers of women faculty.

The third factor, which is relevant only at University Park, includes the effects of department headships, and Evan Pugh Professorships, both of which are held primarily or exclusively by men. We need to look into the processes by which men and women achieve access to such positions at Penn State.

The fourth factor which we have identified actually consists of the effects of an extensive range of specific variables, including age, years of service, years in rank, tenure eligibility, tenure status, type of appointment, highest degree earned, and the special effects of some of these variables for particular ranks. It might be best, therefore, to focus our attention at this time on the "simpler" variables identified above.

Summary

The analysis suggests that at this point our major focus ought to be on the explained portion of the gap. The Affirmative Action Office is already moving to reduce the unexplained portion, and their policies appear to be effective. Furthermore, since over 90% of the gap falls into the explained portion, it is clear that any major reduction of the gap must come from a focus on the differential distribution of male and female faculty across ranks, departments, department headships, and Evan Pugh Professorships.

Special Locations and Categories of Faculty

Introduction.

Separate analyses were done for the following special groups: Behrend faculty, Capital College faculty, faculty in the University Libraries, and research faculty. Since the number of faculty involved in each of these groups was quite small, the regression procedures used for the University Park and Commonwealth Campus instructional faculties and described on pages D.11-D.13 were not used. Rather, for each of the special groups the average male and female salaries are presented for the entire faculty and for each rank.

Behrend and Capital

Average men's and women's salaries (both total and within rank) are presented in Table 3 for Behrend College and Capital College, with figures for University Park included for comparison. Although it is the

TABLE 3
AVERAGE SALARY BY GENDER AND RANK
BEHREND, CAPITAL AND UNIVERSITY PARK, 1985

	Men		Women	
	\$	N	\$	N
<u>Behrend College</u>				
All Faculty	\$29,327	71	\$23,064	19
Professors	\$41,760	4	-----	0
Associates	\$34,812	18	-----	2
Assistants	\$27,425	33	\$26,040	7
Instructors	\$23,972	16	\$19,706	10
<u>Capital College</u>				
All Faculty	\$33,175	98	\$27,186	19
Professors	\$39,986	16	-----	1
Associates	\$35,515	35	\$34,560	4
Assistants	\$29,878	35	\$25,993	10
Instructors	\$26,883	12	\$19,304	4
<u>University Park</u>				
All Faculty	\$37,785	1187	\$26,331	230
Professors	\$47,407	481	\$42,538	26
Associates	\$34,899	368	\$33,185	42
Assistants	\$29,718	259	\$25,376	83
Instructors	\$19,087	79	\$18,385	78

case that at all ranks at both colleges, women faculty earn less on the average than do men faculty, the overall gender difference is clearly not as great as it is at University Park. While the average woman faculty member at University Park earns 70% of the average male salary, the comparable figures for Behrend and Capital are 79% and 82%. Of

course, one major source of the gender differential at University Park is the low representation of women among full professors, a rank which is not readily available to either men or women at Behrend and Capital. At University Park fully 42% of women faculty would have to change ranks to produce a distribution identical to that for men; the comparable figures for Behrend and Capital are 30% and 26%. Within ranks, the most glaring differences are for instructors, especially at Capital College.

Research Faculty and Library Faculty

Data for faculty at University Park with research appointments and appointments in the University Libraries are presented in Table 4.

TABLE 4
AVERAGE SALARY BY GENDER AND RANK, 1985
UNIVERSITY PARK LIBRARY AND RESEARCH FACULTIES

	Men		Women	
	\$	N	\$	N
<u>Research Faculty</u>				
All Faculty	\$27,105	233	\$19,810	40
Senior Res. Assoc.	\$39,126	30	-----	1
Res. Associate	\$28,354	78	\$21,394	10
Res. Assistant	\$23,575	119	\$18,850	28
Assistant	\$20,771	6	-----	1
<u>Library Faculty</u>				
All Faculty	\$25,341	24	\$21,955	31
Librarian	-----	3	-----	1
Associate Lib.	\$27,492	13	\$27,299	10
Senior Assistant Lib.	\$19,931	8	\$20,518	13
Assistant Lib.	-----	0	\$15,593	7

The overall situation for the research faculty at University Park is similar to that for the instructional faculty with the average woman's salary being 73.1% of the average man's. However, unlike the instructional faculty, very little of the difference is due to the differential distribution of men and women across ranks; only 18% of the women would have to move to equalize the distributions. It follows that the differences remaining within ranks are substantial.

The gender patterns in the salaries of library faculty are dramatically different from those in other parts of the University. Female library faculty on the average earn 86.6% of the average male library faculty member's salary and almost all of that difference is due to differential distribution across ranks. Within the two ranks where comparisons are possible, women earn 99.3% and 102.9% of the average male salary for that rank. It is perhaps not irrelevant that the University Libraries are the only university location in which women form a majority of the faculty (56%).

The Decomposition of Gender Differences in Faculty Salaries

The Method

The present study employs a statistical technique used in a number of the most sophisticated and influential social science assessments of race and gender differences in income in the national labor market. The strategy is to compute a regression equation which predicts male faculty salaries from relevant and available predictors (rank, department and so on). The distributions of women with respect to the predictors are then substituted into the male regression equation to produce a predicted mean salary for women which can be compared with the actual women's mean. In conceptual terms, the regression substitution procedure asks what would be the average salary of women faculty, given their own present characteristics, if the processes of salary determination were the same for men and women. This regression outcome is then taken as the baseline against which to evaluate the actual average women's salary.

The Target Population

This study focuses on all full-time instructional faculty (200 budgets, including standing and fixed-term I appointments of at least 36 weeks) at all Penn State campuses except King of Prussia and Hershey. The decomposition of the salary gap into explained and unexplained portions through regression substitution procedures was confined to University Park and to the the Commonwealth Campuses (excluding King of Prussia). These data are presented for 1983 and 1985.

Basic data on average salary by gender and rank are also presented for faculty members holding research rank positions, those with appointments in the University Libraries, and for the instructional faculty at Capital College and Behrend College.

The Data

The data used in this study were taken from the University's Payplus payroll files for October, 1983 and October, 1985. Along with the salary data and designation of individuals' gender and departmental affiliation, the file contains information on rank, years in rank, tenure status, graduate faculty membership, highest degree, age, years of PSU service, nature of appointment (standing vs. fixed-term I), and the nature of responsibilities (department administrator or not). The scope of the salary file set bounds on the factors which could serve as predictors of salary in the regression analysis. (We did add our own codes to identify Evan Pugh Professors.) Furthermore, some of the data in the file are not subject to routine use and may contain undetected inaccuracies.

Salary figures presented here are for 9/10 months. Twelve month salaries were adjusted using the AAUP conversion ratio of 81.8%. All salary figures are expressed in constant 1985 dollars. The correction

ratio, based on the Consumer Price Index for October, 1983 and October, 1985 was 325.5/302.6 or approximately 1.08.

Regression Substitution Procedures

The analysis began with the simple computation of average salaries for male and female faculty members who fit the criteria specified above. Next, Evan Pugh Professors and department heads were removed and the averages were computed for the reduced sample. The reduction in the gender difference is the estimate of the contribution of these positions to the overall gender gap. Then faculty members in single sex departments were removed and the further reduction in the gap provides an estimate of department effects for single-sex departments. Regression substitution procedures were then carried out on these reduced populations.

The University Park analyses began with 1187 men and 230 women who held full time instructional appointments (the figures for 1983 were 1210 and 211). Three women held department headships, and 66 men held department headships or were Evan Pugh Professors (in 1983 three women were department heads, 59 men were either department heads or Evan Pugh Professors). Three women and 331 men were in single sex departments (1983 figures were 1 and 423). Thus, the reduced populations for which the regression procedures were applied consisted of 790 men and 224 women (1983 figures were 728 and 207).

Estimates of the effects of the remaining factors on men's salaries were carried out hierarchically in three stages, beginning with rank, then department, then a set of other variables. Rank (entered as a classification variable) explained 60% of the variance in men's salaries (for 1983 the figure was 66%). Substitution of the women's means into the men's regression equation yielded a predicted average salary for women which was then subtracted for the actual women's salary average for the reduced population to yield the estimate of the portion of the gender gap which was due to rank. The regression equation including rank and department (entered as a classification variable) explained 76% of the variance in men's salaries (77% in 1983). Substitution of women's means into the equation yielded an estimate of the effect of department for mixed-sex departments which was added to the effect of same-sex departments to yield the figures for department effects in Table 1. The third stage in the hierarchical regression analysis included rank, department, type of appointment, tenure eligibility, age, age squared, years in rank, years of service, tenure status, highest degree, the interaction of rank and type of appointment, the interaction of rank and tenure status, and the interaction of rank and years in rank. Rank, department, type of appointment, tenure eligibility, and tenure status were entered as classification variables. This regression explained 79% of the variance in men's salaries (81% in 1983). Substitution of women's means into the resulting equation yielded the estimate of women's expected salaries which was used to compute the total effect of all of the variables included in the analysis.

The decision to use hierarchical regression procedures is important to the extent that independent variables used in the analysis are

correlated with each other. Using the hierarchical approach, any part of the gender gap which is "shared" by two or more of the independent variables will be awarded to the variable which comes first in the hierarchical procedure. For example, since departments differ in their rank structures, differences in average male salaries across departments are due in part to "pure" rank effects which would remain after controlling for department effects, in part to "pure" department effects which would remain after controlling for rank, in part to effects which are shared due to the relationship between rank and department. Our hierarchical procedure awards this shared part of the effect to rank.

The procedure used for the Commonwealth Campus analysis was identical, except that there were no Evan Pugh Professors or department heads on the campuses. The population covered included all full-time instructional faculty in the Commonwealth Campus system, except those at King of Prussia (eliminated because of its unique structure). The campus analysis began with 531 men and 159 women (548 and 155 for 1983), reduced to 500 men and 153 women when single sex departments are eliminated (510 and 149 in 1983). Departments were considered single-sex if they were all male or female at all campus locations. The regression using only rank explained 57% of the variance in men's salaries; that including rank and department explained 69%; and the regression incorporating all of the variables at the third stage explained 78%.

Table C-1: Rank by Gender by Location, Full-time Instructional Faculty
Fall 1985

Rank	University Park				Commonwealth Campuses			
	Men		Women		Men		Women	
	N	%	N	%	N	%	N	%
Full Prof	481	41%	26	11%	21	4%	4	2%
Associate	368	31%	42	18%	107	20%	19	12%
Assistant	259	22%	83	36%	296	55%	75	47%
Instructor	79	7%	79	34%	113	21%	62	39%

D = .42*

D = .18*

Rank	Behrend				Capital			
	Men		Women		Men		Women	
	N	%	N	%	N	%	N	%
Full Prof	4	6%	0	0%	16	16%	1	5%
Associate	18	25%	2	11%	35	36%	4	21%
Assistant	33	46%	7	37%	35	36%	10	53%
Instructor	16	23%	10	53%	12	12%	4	21%

D = .30*

D = .26*

Table C-2: Rank by Gender by Location, Full-time Instructional Faculty
Fall 1983

Rank	University Park				Commonwealth Campuses			
	Men		Women		Men		Women	
	N	%	N	%	N	%	N	%
Full Prof	503	42%	24	11%	21	4%	4	3%
Associate	341	28%	45	21%	103	19%	16	10%
Assistant	281	23%	76	36%	313	56%	83	54%
Instructor	83	7%	66	31%	118	21%	52	33%

D = .38*

D = .12*

Rank	Behrend				Capital			
	Men		Women		Men		Women	
	N	%	N	%	N	%	N	%
Full Prof	2	3%	0	0%	15	15%	0	0%
Associate	19	30%	2	14%	38	37%	4	25%
Assistant	29	45%	5	36%	37	36%	8	50%
Instructor	14	22%	7	50%	13	13%	4	25%

D = .28*

D = .26*

*D = Duncan's Index of Dissimilarity which indicates the percentage of female faculty members who would have to change ranks to produce a distribution identical to that for the men.

Table C-3: Average Salary, Number of Positions, and Sex Composition of Ranks Within Colleges
for all University Park Full-Time Instructional Faculty, Fall 1985

College	Professors			Associates			Assistants			Instructors			Total U.P.		
	\$	N	% F	\$	N	% F	\$	N	% F	\$	N	% F	\$	N	% F
Agriculture	\$42,468	24	0%	\$32,344	24	0%	\$26,503	15	7%	\$19,720	4	25%	\$33,908	67	3%
Arts & Arch	\$41,508	31	6%	\$31,396	37	14%	\$21,462	33	24%	\$17,714	15	20%	\$29,502	116	16%
Business	\$51,214	30	0%	\$41,807	24	4%	\$36,553	36	8%	\$26,946	5	20%	\$42,004	95	5%
Education	\$43,133	34	9%	\$33,290	29	17%	\$25,198	23	43%	\$12,953	9	56%	\$32,927	95	24%
Engineering	\$51,709	79	0%	\$40,426	51	2%	\$35,176	47	4%	\$18,287	20	5%	\$41,450	197	2%
Human Devel	\$47,722	21	33%	\$34,235	38	32%	\$25,710	30	60%	\$20,703	39	82%	\$30,326	128	54%
Liberal Arts	\$45,234	110	6%	\$31,266	92	10%	\$24,510	63	40%	\$19,444	22	55%	\$34,230	287	18%
E & Min Sci	\$48,570	63	3%	\$38,235	30	0%	\$32,014	17	6%	\$21,762	5	0%	\$42,260	115	3%
H PE & Rec	\$41,429	11	18%	\$34,790	16	19%	\$27,931	23	52%	\$14,857	19	63%	\$28,073	69	42%
Science	\$48,493	102	3%	\$35,067	62	10%	\$30,908	44	5%	\$17,545	15	60%	\$39,209	223	9%
Intercollege		2	0%	\$30,420	7	0%	\$26,061	11	9%	\$21,417	5	60%	\$27,264	25	16%
Total U.P.	\$47,157	507	5%	\$34,723	410	10%	\$28,664	342	24%	\$18,722	158	50%	\$35,925	1417	16%

Table C-4: Average Salary, Number of Positions, and Sex Composition of Ranks Within Colleges
for all University Park Full-Time Instructional Faculty, Fall 1983*

College	Professors			Associates			Assistants			Instructors			Total U.P.		
	\$	N	% F	\$	N	% F	\$	N	% F	\$	N	% F	\$	N	% F
Agriculture	\$42,327	24	0%	\$34,490	16	0%	\$27,335	18	0%	\$20,709	6	0%	\$31,723	64	0%
Arts & Arch	\$43,189	33	9%	\$33,077	42	12%	\$23,313	31	29%	\$19,158	15	27%	\$29,383	121	17%
Business	\$49,617	30	0%	\$41,062	18	0%	\$36,447	44	7%	\$30,657	3	0%	\$38,393	95	3%
Education	\$42,237	36	6%	\$33,643	29	21%	\$26,110	24	29%	\$16,716	12	58%	\$30,589	101	22%
Engineering	\$50,234	77	0%	\$38,361	41	2%	\$33,593	50	2%	\$21,094	17	0%	\$37,583	185	2%
Human Devel	\$48,278	31	26%	\$35,132	34	32%	\$26,641	33	50%	\$21,726	27	89%	\$30,916	125	48%
Liberal Arts	\$46,847	115	4%	\$32,977	100	11%	\$25,950	74	31%	\$21,494	20	45%	\$33,200	309	16%
E & Min Sci	\$49,240	68	3%	\$37,978	25	0%	\$32,689	14	0%	\$21,216	7	0%	\$39,990	114	2%
H PE & Rec	\$41,582	10	30%	\$34,172	18	11%	\$28,597	34	35%	\$17,094	21	48%	\$26,457	83	33%
Science	\$49,800	102	1%	\$36,955	61	11%	\$29,748	35	6%	\$19,144	19	63%	\$37,437	217	10%
Intercollege		2	0%		2	100%		1	0%		2	0%		7	29%
Total U.P.	\$44,266	528	5%	\$32,778	386	11%	\$27,069	358	21%	\$18,659	149	45%	\$31,909	1421	15%

*1983 salaries converted to 1985 constant dollars using Consumer Price Index.

APPENDIX E

Recruiting Women Faculty at the Pennsylvania State University Report to the Strategic Study Group on the Status of Women

Our concern regarding the recruitment of women faculty has two major sources. First, there simply are not enough women on the faculty at Penn State. In October 1985 women constituted only 12% of the full-time professorial rank instructional faculty at University Park, 19% in the Commonwealth Campus System. Second, women are particularly scarce at the higher ranks and in the more highly paid departments. For example, at University Park in October 1985 \$7,832 of the gender gap in faculty salaries was attributable to the underrepresentation of women in the senior ranks, and \$1,911 was due to the differential distribution of men and women across departments.

Both the general scarcity of women on the faculty and the distribution of them across ranks and departments are a joint function of the percentage of women hired into such positions (recruitment) and the differential retention of men and women faculty. The present report deals with the nature of the recruitment process; a report on retention is in preparation.

Data Sources

New-hires and the Affirmative Action Recruitment Report Data

The focus of this report is all faculty members on standing appointments who had less than one year of service as of October 1985 (selected from the 1985 Payplus file constructed by the Office of Budget and Resource Analysis). Although data are available regarding all locations, the sample sizes for Hershey, Behrend College, Capital College and King of Prussia are too small for meaningful analysis. Our findings are therefore presented only for University Park (n = 95) and the Commonwealth Campuses (n = 28).

The data regarding the search procedures followed for each of these new positions were collected from the records of the Affirmative Action Office. The Pennsylvania State University Affirmative Action Compliance Plan and Program (p. 6.1) and the General Forms Usage Guide (p. 4.41) specify that an Affirmative Action Recruitment Report must be submitted to the Affirmative Action Office within 10 days of the formal acceptance of every standing faculty position. The form (see pages E-10 and E-11) includes data on the nature of the position, on characteristics of the person hired, and on the nature of the search process.

In general, the results are presented either for the system as a whole or for University Park and the Commonwealth Campuses separately. However, since one source of our concern is the underrepresentation of women in the more highly paid disciplines, we sometimes present data separately for "high pay" and "low pay" units. Although we might have

liked to look at the data separately by college or even by department, the sample size is simply too small to allow such an approach. We have therefore grouped the colleges into two clusters, a "high pay" cluster and a "low pay" cluster. Table 1 presents current and target data for full-time professorial rank teaching faculty for the colleges in each of the clusters, along with the salary information on which the clustering was based.

Table 1
Current and Target Gender Distributions
Full-time Professorial Rank Instructional Faculty

University Park Colleges and Commonwealth Campuses, 1985

	<u>Average Salary</u>	<u>Percent Female Current</u>	<u>Target*</u>	<u>Number Female Current</u>	<u>Target*</u>
<u>Higher Pay Colleges</u>		4%	12%	21	71
Engineering	\$44,068	2%	5%	3	9
EMS	\$43,193	3%	11%	3	12
Business	\$42,841	4%	21%	4	19
Science	\$40,771	6%	15%	11	31
<u>Lower Pay Colleges</u>		21%	40%	129	262
Liberal Arts	\$35,458	15%	38%	41	101
Education	\$35,017	21%	52%	18	45
Agriculture	\$34,810	2%	15%	1	9
Human Development	\$34,544	42%	62%	37	55
H PE and Rec	\$33,095	34%	38%	17	19
Arts and Architecture	\$31,254	15%	33%	15	33
Total University Park Academic Colleges		12%	27%	150	333
Commonwealth Campuses		19%	27%	98	144

* See page E-12 for explanation of targets.

Results

The Women Hired/The Nature of their Positions

It is important to keep in mind that since Recruitment Reports are required only for standing appointments, the data in this research report do not include any fixed term faculty positions, either full-time (36% of which are held by women) or part-time (37% of which are held by women).

In 1985 women comprised 27.4% of the new standing faculty at University Park, 28.6% on the Commonwealth Campuses. Setting aside for the moment the issue of differential retention of male and female faculty members, what would these figures suggest regarding attempts to increase the number of women in the Penn State faculty? First, we might ask what a reasonable target representation of women would be. While 52% might be viewed as a long-range goal, a reasonable interim target must acknowledge the current structure of higher education, in which only about 32% of recent PhD graduates have been female. In the case of any particular university, however, it would also make sense to take into account the disciplinary structure of the faculty. A university with large faculties in male dominated disciplines such as engineering and agriculture must hire its faculty from a pool of potential applicants which contains fewer than 34% women. Column 3 of Table 1 (p. E-2) presents target percents for University Park and the Commonwealth Campuses which are based on the disciplinary structure of those locations (see p. E-12 for a discussion of procedures in establishing those targets). The targets for University Park and the Commonwealth Campuses are both slightly exceeded for the 1985 new-hires (27.4% vs. 27% and 28.6% vs. 27%, respectively).

There are three major reasons why this comparison should not induce complacency. First, there is no reason why our short-range goal cannot be more than "our share" of the potential applicant pool. Penn State can strive to become a leader in the struggle for gender balanced higher education. Second, given that annual turnover among the Penn State faculty is only 7.2%, it would take almost fourteen years for the percent female on the faculty to match the percent female new-hires. We can speed up attainment of the goal by hiring at a rate higher than our target.

The third caution has to do with differential retention. Although we do not have ready access to complete historical data on the hiring of women into faculty positions, we can place the current situation into some perspective if we narrow our focus to tenure track instructional faculty. The 1975-79 cohorts of new tenure track instructional faculty at University Park were 23.5% female; the comparable figure for 1985 was 23.9%. On the Commonwealth Campuses the 1975-79 figure was 26.3%; for 1985 it was 20.0%. Thus, in historical perspective there appears to have been at best no improvement in our recruitment of women faculty. We may also note that the percent female on the faculty has changed only 1.2% since 1975 (see Figure C-1, p. E.13). These data suggest that ten years of hiring women at the rate we are currently hiring them has had

little impact on the gender structure of the faculty. The most likely explanation of this phenomenon is differential retention. What are the implications of differential retention for our choice of hiring targets? Clearly, we need to hire women at a higher percent than our target for the gender structure of the faculty. Further, the more we can increase the number of women who apply to Penn State above the number we hire, the greater the likelihood that we would be able to select women who are able and willing to make Penn State their long-term home, and we can thereby have some direct impact on the problem of differential retention.

In sum, although the 1985 patterns may look good in comparison with one possible choice of target for representation of women on the Penn State faculty, there are a number of reasonable arguments for the necessity of continuing efforts to increase the number of women who apply for Penn State faculty positions, and to increase the number whom we currently hire.

Are new women faculty hired into the same type of positions as the men? Although gender differences in initial rank were not large, men were somewhat more likely to enter at the higher ranks. Focusing again on tenure track instructional faculty (for the total 1985 picture, see Table C-3, page E.16), at University Park 29.4% of the men were hired at Associate or Full Professor, as compared with 17.6% of the women. Such comparisons must be interpreted with some caution for such a small sample (16 out of 52 men; 3 out of 14 women). However, the 1975-79 data show a similar tendency for men to be more likely to be hired at the senior ranks (23.1% as compared with 14.8% for the women).

There is also some indication that women are hired into lower paid positions within rank at University Park.¹ The average new-hire salaries for the instructional ranks were as follows (keep in mind that sample sizes are small for all but the assistant professors): instructors: \$21,900 vs. 27,500; assistant professors: \$24,800 vs. \$28,900; associate professors: \$32,000 vs. \$36,300; full professors: \$38,400 vs. \$47,800. Part of this difference is due to the fact that women are more likely to have been hired in the low pay colleges where they are traditionally better represented, than are men (90% of the women vs. 47% of the men at University Park). Thus, such data do not necessarily indicate that new faculty women are being underpaid, but they do demonstrate that the underrepresentation of women in the higher paid positions at Penn State is not merely a historical problem or a problem of retention. We are currently hiring women faculty into lower paid positions than men.

¹This is not the case on the Commonwealth Campuses. In fact, the average starting salary of assistant professors on the Campuses was somewhat higher for women than for men (\$26,000 vs. \$25,000) and only slightly lower for women than for men at the instructor level (\$22,800 vs. \$23,500).

Filing Recruitment Reports

In spite of policy requiring Affirmative Action Recruitment Reports for all standing faculty appointments, reports were not filed for 38 (31%) of the 124 positions which we identified. Although there were some slight differences in compliance by location, they are not significant (67% compliance at University Park, 75% on the Commonwealth Campuses). There were, however, some major differences in compliance by college at University Park, ranging from 57.1% to 100%. Although the sample sizes for individual colleges are too small for reliable statistical generalization, we also have a sense from the variability in the amount of work which seemed to be put into the Recruitment Reports that there are significant differences across departments and colleges in the extent to which affirmative action is taken in good faith.

From Applicant to New Faculty Member

The data presented here on the nature of the recruitment process are necessarily based on information only for those positions for which a Recruitment Report was available (64 at University Park, 21 on the Commonwealth Campuses). Since it is reasonable to assume that the departments that did not file Recruitment Reports are the departments that take affirmative action less seriously, the picture presented here will probably be somewhat rosy compared with the picture we would get if we had data on all of the searches in our initial sample.

The representation of women in each stage of the recruitment process for which we have information, from initial application through interviewing and hiring, does not show a pattern that would suggest gender bias in decisions regarding whom to interview and whom to hire. In fact, the percentage of women involved tends to increase somewhat as we move through the screening process. For the University Park positions for which Recruitment Reports were filed in the Affirmative Action Office, women comprised 17.7% of the applicants, 25.0% of those who made it past the initial screening, 24.9% of those interviewed, and 32.8% of those hired. These patterns are similar for the high pay colleges (for example, 6.5% female in the applicant pool, 9.6% among the new hires) and the low pay colleges (for example, 28.2% female in the applicant pool, 38.5% among the new hires). On the Commonwealth Campuses, only 14.8% of the applicants were female, as compared with 9.7% after the initial screening, 25.5% of the interviewees, and 28.6% of the persons hired.

It appears, therefore, that increases in the number of women faculty hired will have to come primarily from attempts to increase the number of women in the applicant pool. Of course, one of the problems is that there are still fewer women in the national pool of potential applicants than there are men, especially in the disciplines represented in the high pay colleges (see Table 1, E.2 for college specific target data; see page E.12 for a discussion of some of the problems of establishing targets). The target data in Table 1 indicate that every college (except perhaps HPER) is clearly short of women faculty even in comparison with appropriate comparison groups for specific disciplines.

Our 1985 Recruitment Report data show that we are still falling short with regard to number of women actually applying for positions in various parts of the University, as follows: Commonwealth Campuses, target = 27%, applicants = 14.8%; University Park, target = 27%, applicants = 17.7%; higher pay colleges, target = 12%, applicants = 6.5%; and lower pay colleges, target = 40%, applicants = 28.2%.

Do our search committees have women on them? About half of the search committees for which we had information had at least one woman on them (48.3% at University Park; 52.3% on the Commonwealth Campuses). Furthermore, the percentage of women search committee members corresponds roughly to the representation of women currently in the professorial ranks (16.3% of committee members vs. 12% on the faculty at University Park; 20.0% of committee members vs. 19% on the faculty at the Campuses). The Chairs of the committees, however, are almost exclusively men (94.3% at University Park; 100% on the Campuses).

As one might have expected, the representation of women on search committees is particularly problematic in the high pay colleges, where there are fewer women faculty. There was only one woman among the members of the search committees for positions in the high pay colleges. Her participation represents about 1% of the committee members and 5% of the committees. The comparable figures for the low pay colleges are 25% and 73%. The one woman committee member in the high pay colleges was the chair of her committee, making the figure for female chairs roughly the same for high and low pay colleges, 5.6% and 5.9% respectively.

Thus, although women are not under- or overrepresented as members of search committees, it is still the case that the majority of search committees have no women on them. Even more appalling is the virtually complete domination of search committee chairs by men.

Are we advertising appropriately? Essentially all of the searches utilized published announcements of the position. The announcements included an equal opportunity pledge and generally were not marred by sexist language of any kind. (The two exceptions were advertisements that mentioned chairmen of search committees when the individual involved was not identified by name.) However, fewer than 10% of the announcements specifically encouraged women to apply (8.5% at University Park, 10% on the Commonwealth Campuses). Although such encouragement is somewhat more likely in the high pay colleges than in the low pay colleges (15.0% vs. 5.7%), it is striking that even in the high pay colleges with their heavily male pool of potential applicants, six out of seven of the announcements do not specifically encourage women to apply.

Finally, are we making any special efforts to recruit women? As far as we can tell from the Recruitment Reports, the majority of searches involve no special efforts to recruit women (53.1% at University Park and 85.7% at the Commonwealth Campuses). Those searches that do show evidence of an affirmative search for women primarily involve a routine advertisement with an appropriate women's professional organization newsletter. None of the searches appears to have made use

of vita banks, and only two reported a specific attempt to solicit women applicants through networks of professional contacts. Although the picture looks pretty grim from the Recruitment Reports, we should probably keep in mind that the current Recruitment Report Form does not specifically ask about any special efforts beyond those connected with advertising the position. Although it is possible, therefore, that some search committees were making special efforts that they did not report on the Recruitment Report form, the data regarding the nature of position announcements reviewed above (less than 10% specifically encouraged women to apply) suggest that it is unlikely that we are underestimating affirmative action efforts. A department that does not encourage women to apply in its advertisement is hardly likely to be involved in other, more labor intensive means of finding women candidates.

Summary and Suggested Directions

Although the percentage of women hired into standing faculty appointments compares well with target percentages based on Affirmative Action Office availability data, the numbers are not high enough to allow much optimism regarding significant increases in the representation of women on the Penn State faculty, particularly in the high pay colleges. The information regarding recruitment that is collected by the Affirmative Action Office suggests that the major recruitment problem is our inability to attract a sufficient number of applications from women for faculty positions. If we want to significantly increase the number of women on the faculty, we must take strong affirmative action to identify qualified women and to encourage them to apply for our available positions.

Unfortunately, it is clear from the Affirmative Action Office data that very few departments are putting serious energy into finding women. Most departments do not advertise their positions in women-oriented outlets, the position announcements do not specifically encourage women to apply, almost no one is contacting women's professional organizations or using vita banks, and hardly anyone seems to be making any serious attempt to locate potential women applicants through networks of professional contacts. More than half of the search committees have no women on them, and virtually none of them have a female chair. For nearly one-third of the positions that we investigated, the required Affirmative Action Recruitment Report forms were not even filed.

A deceptively simple recommendation seems to follow from this situation. The University administration has to put some teeth into its requirement that every search for a standing faculty appointment involve affirmative action. Although there is a statement in the Affirmative Action Compliance Plan and Program (p. 6.1) regarding appropriate procedures, this commitment is not carried over into the Policy Manual, and it does not appear to be having much impact on the actions of departments or their recruitment committees.

The Study Group might consider recommendations along two major lines. First, the Affirmative Action Office could be asked to devote

more resources to the development of materials designed to help departments to take truly affirmative action in their searches for women and other protected groups. Such materials would include general guidelines for the conduct of an affirmative search, as well as discipline specific materials.

Second, the University could take steps to make it clear that affirmative searches are required. Such steps might include the development of a specific policy regarding the structure of an affirmative search for a faculty position, including the required involvement of the Affirmative Action Office at the beginning of every such search. Revisions of the Recruitment Report Form which would reflect the requirements of an affirmative search would reinforce such a policy and provide a means for monitoring compliance.

The implementation of recommendations along these two major lines would place added burdens on the staff of the Affirmative Action Office. The initial development of discipline-specific guidelines for affirmative search procedures would involve a major effort, and it would be necessary to keep such materials up-to-date on a continuing basis. The involvement of the Affirmative Action Office at the beginning of every search would also require a major use of staff time, as would the monitoring of compliance with any new requirements developed in response to the second set of recommendations above. Thus, these recommendations imply the necessity of a third set of recommendations, focused on the importance of an increase in the resources available to the Affirmative Action Office.

Recruitment Report Form

**THE PENNSYLVANIA STATE UNIVERSITY
AFFIRMATIVE ACTION RECRUITMENT REPORT**

1. Title of Position:	Grade Level: (for Staff positions only):
College or Administrative Unit:	Department/Division:
Contract Type:	EEO-6 Classification:

2. Give the following information about the candidate selected:

Name of Applicant	Sex	Interview Date	Starting Salary	Starting Date
			\$	

Check appropriate boxes: Present Employee ☐ New Hire ☐

Black ☐ Asian American ☐ American Indian ☐ Hispanic ☐ Handicapped ☐ Vietnam Veteran ☐

3. How many applications (vitae) were received? _____

ALL APPLICANTS TOTALS			TOTALS OF MINORITY AND OTHER APPLICANTS										
Total Male & Female	Total Male	Total Female	Male				Female				VIETNAM ERA VETERAN	HANDICAPPED	
			Black	Asian Amer.	Amer. Ind.	Hispanic	Black	Asian Amer.	Amer. Ind.	Hispanic			

4. How many applicants were considered candidates beyond "preliminary screening"? _____

ALL APPLICANTS TOTALS			TOTALS OF MINORITY AND OTHER APPLICANTS										
Total Male & Female	Total Male	Total Female	Male				Female				VIETNAM ERA VETERAN	HANDICAPPED	
			Black	Asian Amer.	Amer. Ind.	Hispanic	Black	Asian Amer.	Amer. Ind.	Hispanic			

5. Were written position announcement and description prepared? Yes ☐ No ☐

If yes, please attach a copy of each. If no, indicate why not: _____

6. Was the announcement published? Yes ☐ No ☐ If yes, please list the name(s) of the publication(s) and referral organizations, and the number of responses from each. Describe efforts made to determine the availability of qualified minorities, women, veterans ** and handicapped *** persons for the position. (Use additional sheets as necessary.)

Publication/Organization	(Responses)	Publication/Organization	(Responses)

(12/82)

69-42

7. Give name, sex and race/ethnic group ^{****} of each candidate interviewed but not selected. Indicate the specific criteria used to reject the candidates interviewed but not selected for the position. (If more space is needed, use Applicant Documentation form provided by the office of Personnel Administration, Employment Division.)

Name of Applicant	Interview Date	Sex	Race/ Ethnic Category	Reasons For Rejection After Interviewing

8. Search/Screening Committee members (if applicable).

(1) _____	(5) _____
(2) _____	(6) _____
(3) _____	(7) _____
(4) _____	(8) _____

Budget Administrator _____	Date _____	Budget Executive _____	Date _____
Affirmative Action Officer _____	Date _____	Prepared By _____	Date _____

* "Preliminary screening" is defined as all persons considered by the employing unit as having met the qualifications for the position and who appear to be capable of performing the major duties and responsibilities of the position.

** VETERAN OF THE VIETNAM ERA: A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975; and was honorably discharged not more than 48 months before applying for this position.

*** HANDICAPPED INDIVIDUAL: Any person who, (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such impairment, or, (3) is regarded as having such an impairment.

**** RACE/ETHNIC GROUP DEFINITIONS:

- WHITE (not of Hispanic origin): All persons having origin in any of the original people of Europe, North Africa, or the Middle East.
- BLACK (not of Hispanic origin): All persons having origin in any of the black racial group.
- HISPANIC: All persons of Mexican, Puerto Rican, Cuban, Central or South American, or any Spanish culture or origin, regardless of race.
- ASIAN OR PACIFIC ISLANDERS: All persons having origin in any of the original peoples in the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
- AMERICAN INDIAN OR ALASKAN NATIVE: All persons having origin in any of the original people of North America and who maintain cultural identification through tribal affiliation or community recognition.

The Establishment of Targets

What should Penn State's goal be for the representation of women on its faculty? Fifty-two percent of the U.S. population is female. Perhaps that should be the target. Over forty percent of the U.S. labor force is female; maybe that is an appropriate goal. In recent years about one-third of new PhDs have been female; that might be a reasonable aspiration. Ultimately the choice of a target for representation of women in any organization is a political choice. The Study Group will have to make its own choice, from figures such as those presented above and the figures presented in Table 1 (page E.2).

We have chosen in the body of this report to provide targets which are based in the current percentage of women in comparison groups which represent the disciplinary structure of the Penn State system. The Penn State Affirmative Action Office has provided us with their Affirmative Action Plan Availability Profile for the 1984-85 audit year. It consists of a set of figures representing what one might consider to be reasonable targets for percentage representation of women for each academic department in the Penn State system. The figures chosen by the Affirmative Action Office are based on national data regarding the gender composition of relevant groups of recent graduates and/or relevant sectors of the U.S. labor force. The comparison population for each department was chosen from information available in two sources: Professional Women and Minorities: A Manpower Resource Service, Scientific Manpower Commission, 1984; and Availability Data, Affirmative Action Office, University of Colorado at Boulder, August 1983.

Our approach to the aggregation of these figures is based in the commonplace observation that the academic marketplace is sex-segregated, with women and men represented differentially across the various disciplines. For example, the availability profile indicates 40.9% women in the relevant comparison group for veterinary science; 2.5% for agricultural engineering. Thus, a College of Agriculture which consists primarily of a program in veterinary science ought to be expected to have more women on its faculty than one which consists largely of a program in agricultural engineering. The same logic applies to the College structure of the University and to the disciplinary structure of the Commonwealth Campus System. The figures presented in Table 1 (page E.2) are, therefore, weighted averages of the figures for the individual disciplines in the Availability Profile. They are weighted to represent the relative size of the faculties of the various disciplines at University Park, and of the faculties on the Commonwealth Campuses. To illustrate one of the consequences of this approach, we may note that the overall target figure for University Park is lower than it would be for a non-land-grant university with a disciplinary structure which is less slanted toward such male-dominated disciplines as engineering and agriculture.

Figure 1: Gender Composition of
Full-time Faculty, all Locations
1975, 1979-1985

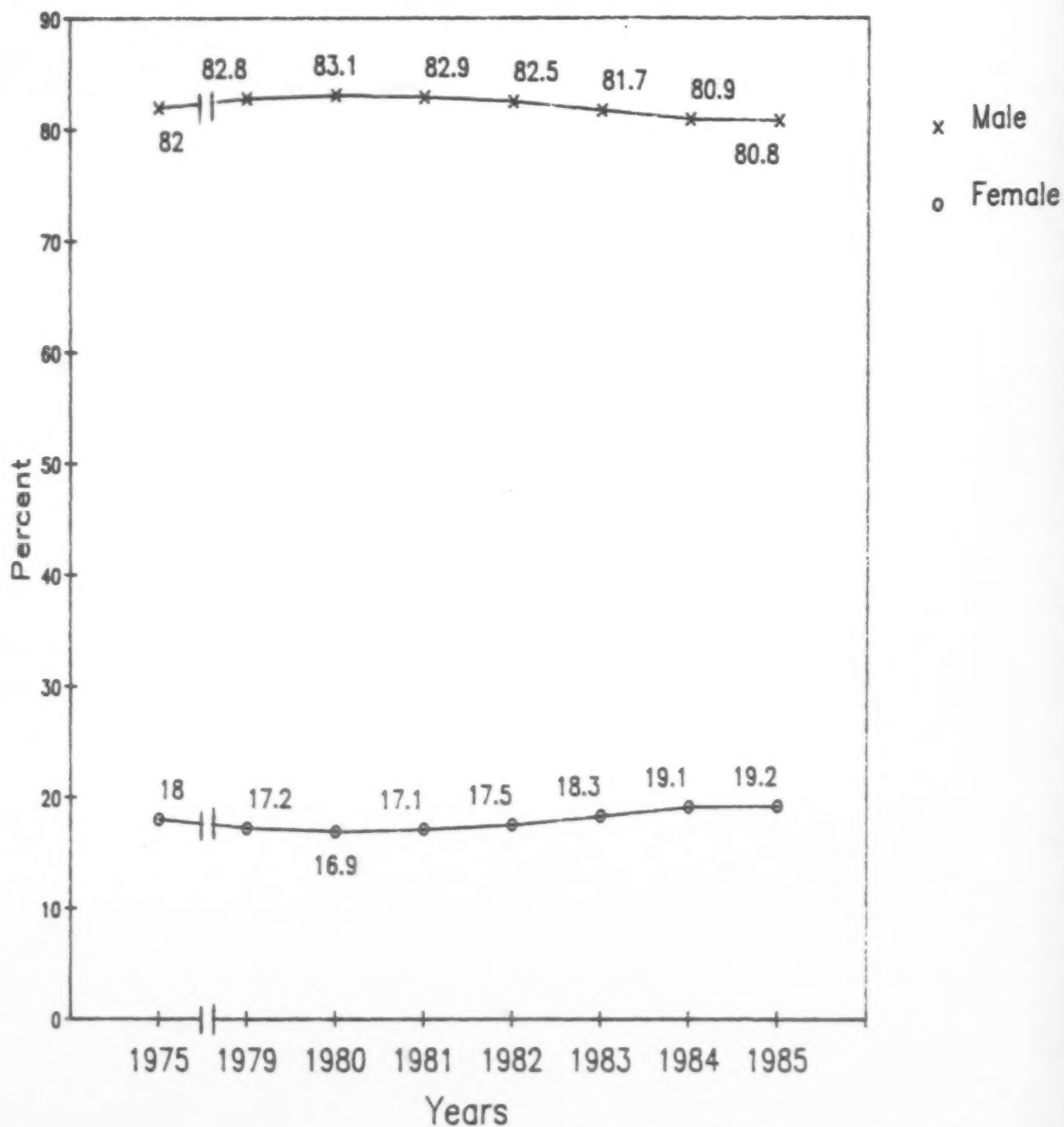


Table C-1: Analysis of Faculty Recruitment, Penn State University, 1985

Faculty	University Park		CW Campuses	
	Percent	Total N	Percent	Total N
# of new hires		95		28
% female new hires, all	27.4%	95	28.6%	28
% completed recruit reports	67.4%	95	75.0%	28
% women in applicant pool	17.7%		14.8%	
% beyond prelim screening	25.0%		9.7%	
% females interviewed	24.9%	253	25.5%	51
% female new hires, completed reports	32.8%	64	28.6%	21
% search committees with at least 1 female	48.3%	60	52.3%	21
% female search comm member	16.3%		20.0%	
% female chair search comm	5.7%	53	0.0%	11
% written announcement	98.4%	62	100.0%	21
% published announcement	98.4%	62	100.0%	21
% sexist language	3.4%	59	0.0%	20
% equal opportunity pledge	98.3%	59	100.0%	20
% women encouraged	8.5%	59	10.0%	20
Special efforts:				
% positions advertised in female outlets	37.7%	61	14.3%	21
% contact organizations	16.1%	62	0.0%	21
% contact networks	3.3%	61	0.0%	21
% check vita banks	0.0%	61	0.0%	21
% other special effort	1.6%	61	0.0%	21
% 1 or more of above	46.9%	64	14.3%	21
	F	M	F	M
% rejected interviewees:				
offered position, refuse	5.4%	5.8%	0.0%	0.0%
withdrew, took other job	8.1%	9.9%	20.0%	16.7%
withdrew, unknown	2.7%	1.6%	20.0%	11.1%
didn't fit	18.9%	19.0%	0.0%	0.0%
not as qualified	48.6%	45.5%	60.0%	22.2%
not really rejected	2.7%	9.1%	0.0%	33.3%
other	13.6%	9.1%	0.0%	16.7%
Total	100.0%	100.0%	100.0%	100.0%
	(n=37)	(n=121)	(n=5)	(n=18)

Source: Affirmative Action Office

Table C-2: Analysis of Faculty Recruitment, by College Grouping,
University Park, 1985

Faculty	High colleges*		Low colleges**	
	Percent	Total N	Percent	Total N
# of new hires		32		46
% female new hires, all	6.3%	32	41.3%	46
% completed recruitment reports	65.6%	32	84.7%	46
% women in applicant pool	6.5%		28.2%	
% beyond prelim screening	9.5%		30.9%	
% females interviewed	9.2%	76	32.9%	76
% female new hires, completed reports	9.6%	21	38.5%	39
% search committees with at least 1 female	5.3%	19	73.0%	37
% female search comm member	0.9%		25.4%	
% female chair search comm	5.6%	18	5.9%	34
% written announcement	100.0%	21	97.3%	37
% published announcement	100.0%	21	97.3%	37
% sexist language	0.0%	20	5.7%	35
% equal opportunity pledge	100.0%	20	97.1%	35
% women encouraged	15.0%	20	5.7%	35
Special efforts:				
% pos. advert. in female outlets	28.6%	21	36.1%	36
% contact organizations	23.8%	21	13.5%	37
% contact networks	5.0%	20	2.7%	37
% check vita banks	0.0%	20	0.0%	37
% other special effort	0.0%	20	2.7%	37
% 1 or more of above	33.3%	21	48.7%	39
	F	M	F	M
% of rejected interviewees:				
offered position, refuse	0.0%	7.3%	0.0%	4.0%
withdrew, took other job	0.0%	10.1%	12.0%	8.0%
withdrew, unknown	0.0%	2.9%	4.0%	0.0%
didn't fit	0.0%	11.6%	24.0%	30.0%
not as qualified	66.7%	39.1%	44.0%	54.0%
not rejected	0.0%	13.2%	0.0%	4.0%
other	33.3%	15.9%	16.0%	0.0%
	100.0%	100.0%	100.0%	100.0%
	(n=6)	(n=69)	(n=25)	(n=50)

*High salary colleges are: Business, Engr, EMS, and Science

**Low salary colleges are: Ag, Arts & Arch, Ed, HDev, HPER, and Lib Arts

Table C-3: New-Hire Position Type by Gender and Location,
Standing Faculty Appointments, 1985

Position type	University Park		Commonwealth Campuses	
	Male	Female	Male	Female
Research ranks	11	1	0	0
Library ranks	0	3	0	1
Tenure track full or associate professors	15	3	1	0
Tenure track asst profs	36	14	11	3
Non-tenure track assistant professors	5	0	0	0
Instructors	2	5	8	4
Total	69	26	20	8

APPENDIX F
Revising the Recruitment Report Form

The Affirmative Action Recruitment Report form serves two functions. First, its format helps to clarify and make concrete the appropriate components of an affirmative search. Second, it provides information for the continuous monitoring of the commitment of various University units to conducting truly affirmative searches for women and minorities. The revisions recommended below are consistent with these two functions and with the recommendations submitted to the President and the Commission for Women regarding the recruitment of women faculty.

1. Add specific sections for the reporting of special efforts to identify women and minorities, including sections on placement of advertisements in specialized outlets, contacts with women's organizations, specific targeting of women and minorities in personal contacts, use of vita banks, assignment of specific faculty members to work on the affirmative search, etc.
2. Design a closed-format form of the "reasons for rejection" item. Information elicited by the current form of the item is often ambiguous. For example, one often cannot tell whether an offer was made and declined or whether the candidate withdrew before an offer was made. Information should also be requested concerning the candidates' stated reasons for withdrawal from consideration.
3. Add a section to be completed by the appointing administrator regarding the structure of offers made to all candidates, including those who declined. Information should be included on the ethnic and gender status of the candidate, the salary offer and contract type, and any other elements of the negotiation. The section should also include information on the reasons given by each candidate for their decline of an offer.

APPENDIX G

Benefit Cost, for Part-time Employees Estimate Calculation September 11, 1984

A. Health Care Insurance

The full cost of health care insurance for an employee is \$877.68 per year. For all employees entering the system after August 1, 1984, the employee share of this cost will be \$36.72 a year, leaving a University share of \$840.96 per year. Pro-rating this benefit at one-half time, the University annual cost would be \$420.48 per employee, and the employee's share would be \$457.20.

The full cost for health care coverage for dependents is \$989.76 per year. Full time employees entering the health care system after August 1, 1984 will assume \$66.48 per year of this cost. Pro-rated as a one-half time benefit, the University's share would be \$461.64, and the employee would assume the balance of \$528.12. NOTE: For purposes of estimation, it was assumed that 40% of the part-time employees would opt for this coverage.

B. Life Insurance

Calculations assume that the University would provide \$2,500 of life insurance at no cost to the employee. The University cost is \$13.50 per year per employee. The faculty or staff member would be insured for a total of \$5,000. The additional \$2,500 would be employee-paid.

C. Education Privileges/Grant-in-Aid

Calculations are based on offering these privileges with 37.5% of fees payable by the University instead of the 75% paid for full-time employees. Cost calculations were made using one-half of the current employee University "cost" of this benefit.

D. Vacation

Eight hours of earned vacation would be provided for each 168 hours worked. For cost purposes, average hours worked were used, except that it was assumed that the fixed term II staff exempt employees worked one-half time. Provisions would not apply to academic personnel.

E. Sick Leave

One day of sick leave would be earned for each 168 hours worked. For staff nonexempt, clerical and technical-service employees, University averages from a 1982 Office of Personnel Administration study were used; it was assumed that staff exempt employees would use five days per year. This provision would not apply to academic personnel.

F. Holidays

Employees would receive pay for their part-time daily equivalent for each holiday that falls within their normal work schedule. For costing purposes, it was assumed that each employee would be paid for twelve holidays. This provision would not apply to academic personnel.

G. Pay Adjustments

Currently, many of these employees are paid casual employee rates even though they perform continuing services for the University. Although not a "benefit," the rate of pay for part time personnel is an important aspect of total compensation. Pay adjustment calculations were made assuming the "average" part time staff exempt employee to be at the grade 6 minimum, staff nonexempt at the grade 5 minimum, clerical at the 5E rate, and technical-service at the 9 job grade rate. No estimates were made for academic employees because there are no standard rates with which to compare.

H. Social Security and Retirement

These items would be adjusted, as University expenses, if pay adjustments were made per the forgoing. The average University contribution for retirement is 15.3%, and the University contribution for Social Security is 7%.

1986 BENEFIT COSTS FOR PART-TIME EMPLOYEES

TOTAL

	Two Year Eligible	Three Year Eligible
Number of Eligible Employees	506	337

Benefits Costs

Health Insurance

Employee Only	\$ 152,796	\$ 101,763
Dependants	114,712	76,399

Total	\$ 267,508	\$ 178,162
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Life Insurance	6,831	4,550
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Education Privileges/ Grants-in-Aid	76,912	51,224
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Vacation	175,056	119,380
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Holidays (12 per year)	129,083	89,741
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Sick Leave	68,405	47,734
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Pay Adjustments/Wages	701,044	391,584
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Social Security and Retirement	120,580	67,352
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Pay Total	\$ 821,624	\$ 458,937
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TOTAL	\$1,545,419	\$ 949,728
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OHR/7-7-86

1986 BENEFIT COSTS FOR PART-TIME EMPLOYEES

CLASS 4--FACULTY

	Two Year Eligible	Three Year Eligible
Number of Eligible Employees	77	46
Average hours per week	1/2 time	1/2 time
Average hourly pay	N/A	N/A

Benefits Costs

Health Insurance

Employee Only	\$ 23,252	\$ 13,891
Dependants	17,456	10,428

Total	\$ 40,708	\$ 24,319
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Life Insurance	\$ 1,040	\$ 621
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Education Privileges/ Grants-in-Aid	11,704	6,992
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Vacation	N/A	N/A
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Holidays (12 per year)	N/A	N/A
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Sick Leave	N/A	N/A
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Pay Adjustments/Wages	N/A	N/A
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Social Security and Retirement	N/A	N/A
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Pay Total	N/A	N/A
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TOTAL	\$ 53,451	\$ 31,932
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OHR/7-7-86

1986 BENEFIT COSTS FOR PART-TIME EMPLOYEES

CLASS 5--STAFF EXEMPT

	Two Year Eligible	Three Year Eligible
Number of Eligible Employees	33	23
Average hours per year	1223	1211
Average hourly pay	\$ 9.17	\$ 9.50

Benefits Costs

Health Insurance

Employee Only	\$ 9,965	\$ 6,945
Dependants	7,481	5,214
Total	\$ 17,446	\$ 12,159
Life Insurance	446	311
Education Privileges/ Grants-in-Aid	5,016	3,496
Vacation	17,623	12,600
Holidays (12 per year)	14,525	10,488
Sick Leave	4,842	3,496
Pay Adjustments/Wages	N/A	N/A
Social Security and Retirement	N/A	N/A
Pay Total	0	0
TOTAL	\$ 59,898	\$42,550

OHR/7-7-86

1986 BENEFIT COSTS FOR PART-TIME EMPLOYEES

CLASS 6--STAFF NON-EXEMPT

	Two Year Eligible	Three Year Eligible
Number of Eligible Employees	118	69
Average hours per year	1633	1624
Average hourly pay	\$ 6.91	\$ 7.22

Benefits Costs

Health Insurance

Employee Only	\$ 35,632	\$ 20,836
Dependants	26,751	15,643

Total	\$ 62,383	\$ 36,478
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Life Insurance	1,593	932
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Education Privileges/ Grants-in-Aid	17,936	10,488
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Vacation	63,406	38,526
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Holidays (12 per year)	39,138	23,913
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Sick Leave	19,569	11,956
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Pay Adjustments/Wages	211,963	88,524
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Social Security and Retirement	36,458	15,226
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Pay Total	\$ 248,421	\$ 103,750
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TOTAL	\$ 452,446	\$ 226,043
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OHR/7-7-86

1986 BENEFIT COSTS FOR PART-TIME EMPLOYEES

CLASS 7--CLERICAL

	Two Year Eligible	Three Year Eligible
Number of Eligible Employees	233	171
Average hours per year	1262	1255
Average hourly pay	\$ 5.66	\$ 5.84

Benefits Costs

Health Insurance

Employee Only	\$ 70,359	\$ 51,637
Dependants	52,822	38,766
Total	\$ 123,181	\$ 90,403
Life Insurance	3,146	2,309
Education Privileges/ Grants-in-Aid	35,416	25,992
Vacation	79,252	59,681
Holidays (12 per year)	63,301	47,935
Sick Leave	36,926	27,962
Pay Adjustments/Wages	355,796	221,043
Social Security and Retirement	61,197	38,019
Pay Total		\$ 416,993
\$ 259,063		
TOTAL	\$ 758,214	\$ 513,343

OHR/7-7-86

1986 BENEFIT COSTS FOR PART-TIME EMPLOYEES

CLASS 8--TECHNICAL SERVICE

	Two Year Eligible	Three Year Eligible
Number of Eligible Employees	45	28
Average hours per year	1229	1167
Average hourly pay	\$ 5.61	\$ 5.51
Benefits Costs		
Health Insurance		
Employee Only	\$ 13,589	\$ 8,455
Dependants	10,202	6,348
Total	\$ 23,790	\$ 14,803
Life Insurance	608	378
Education Privileges/ Grants-in-Aid	6,840	4,256
Vacation	14,774	8,574
Holidays (12 per year)	12,118	7,405
Sick Leave	7,069	4,320
Pay Adjustments/Wages	133,285	82,017
Social Security and Retirement	22,925	14,107
Pay Total	\$ 156,210	\$ 96,124
TOTAL	\$ 221,408	\$ 135,859

OHR/7-7-86